

FROM THE PRESENT

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(a perspective)

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BARNARD

{a perspective}

*Barnard's unique culture
supports a vital mission.*

PAGE 1

{a report}

*Barnard has strengthened
its academic programs, improved its facilities,
enhanced its reputation,
and advanced toward financial stability.*

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*From its current position of strength,
Barnard will seize the opportunity
to make a major leap forward.*

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*A*t a certain point in a college president's tenure, it is customary to issue a report reviewing all that has been accomplished since her arrival on campus. In the following pages you will find a summary of how far Barnard has come in the past seven years. Needless to say, many share the credit for these achievements. I am continually inspired by the devoted alumnae, parents, faculty members, administrators, and friends who have helped bring the College to its present state of excellence.

But this report is not simply a look backward. As the eponymous Mrs. Malaprop, the famous character from Richard Brinsley Sheridan's Restoration comedy *The Rivals*, put it, "Our retrospection will now be all to the future." In that spirit, we conclude with Barnard's strategic plan for the next decade, the culmination of many months' intensive introspection and dialogue involving all sectors of the College community.

To provide a context for both our past years of progress and our great expectations for the future, I would like to share some general reflections on Barnard's place—I would venture to use the term "destiny"—in the world of higher education. My reflections center on the culture of liberal arts colleges generally, and on the culture, ethos, and identity of Barnard in particular. This focus on institutional culture no doubt grows out of my background in anthropology, a field I first began to study as a graduate student at Columbia, where one member of the distinguished faculty happened to be Barnard alumna Margaret Mead.

Left: Judith Shapiro become president of Barnard College in 1994. A native of New York City, she received her undergraduate degree from Brandeis University and her Ph.D. in anthropology from Columbia University. She is the author of numerous articles in the areas of gender differentiation, social theory, and missionization.

Individual ability and initiative are central to what a student gets out of college, but no institution is simply an agglomeration of individuals. Liberal arts colleges are societies with significant cultures of their own.

In *Making the Most of College: Students Speak Their Minds* (Harvard University Press, 2001), Richard J. Light writes of attending a conference that explored the roles of faculty, deans, and advisers in shaping the overall experience of college students. Among the first conference participants to speak was a senior dean from a distinguished university, who stated proudly that he and his colleagues simply admit good students and then “get out of their way.”

You might call this the laissez-faire view of education. The implication is that there is no need for a college to try to shape a student’s experience—that students will profit from passing through a marketplace of knowledge and ideas, consuming what appeals to them, and processing the material as efficiently as they can. This view is a prime example of what I have come to call “sociological illiteracy,” the failure to understand the social and cultural environment in which all human beings, including college students, live and work. In fact, this environment shapes our actions, our experiences, and our most intimate sense of ourselves.

In the case of Barnard, it is interesting to consider this environment on two levels. First, there is the institutional culture that Barnard shares with liberal arts colleges generally, which centers on the honest search for knowledge in the context of an academic community. And then there are the ways in which Barnard offers a unique and vibrant subculture within the wider world of American higher education.

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More than other institutions of higher learning, liberal arts colleges are able to effectively convey the responsibilities that an educated person should be prepared to assume, and to instill the values basic to what we think of as civilization.

THE LIBERAL ARTS ETHIC AND THE SPIRIT OF AN ACADEMIC COMMUNITY

Eminent leaders in the world of higher education have spoken eloquently about a college or university's core principles of intellectual integrity and community.

One such spokesperson is Hanna Holborn Gray, who during her 15 years at the University of Chicago was the first woman to serve as president of a major research university. In an essay that appears in the collection *The American University: National Treasure or Endangered Species?* (Cornell University Press, 1997; Ronald G. Ehrenberg, ed.), Gray writes, "Ultimately, an institution dedicated to intellectual aims is directly concerned with the priority of one virtue in particular, a virtue that it exists distinctively to teach, to support in practice, and to see constantly renewed and expanded. That is the virtue of intellectual integrity, and this is ideally the quality that education and scholarship and serious debate will aspire to exemplify."

Addressing the attendant issue of community in his book *The Creation of the Future* (Cornell University Press, 2001), former Cornell University president Frank H.T. Rhodes calls for maintaining the unifying force that a true academic community provides. Rhodes warns that the university is in danger of becoming "all periphery, a circle of disciplinary and professional strongholds, jostling for position, and surrounding a vacant center." He trenchantly adds, "In the case of universities, loss of community is not a mere misfortune, it is a catastrophe, for it undermines the very foundation on which the universities were established: the conviction that the pursuit of knowledge is best undertaken by scholars living and working not in isolation, but in the yeasty and challenging atmosphere of community."

This argument implicitly points to the distinctive advantage of small, residential, liberal arts colleges, for ours are the institutions that truly value community and

are in the best position to offer it. Liberal arts colleges are places where people can be known to one another personally and can be held directly accountable to each other, since no one can hide behind a mask of anonymity. More than other institutions of higher learning, liberal arts colleges are able to effectively convey the responsibilities that an educated person should be prepared to assume, and to instill the values basic to what we think of as civilization.

There are those who feel that our colleges are not doing their job in teaching values. I must admit that I regard such accusations with a certain amount of skepticism; they tend to come from people concerned about whether there is too much sexual permissiveness or too little patriotism on our college campuses, or whether we have all become victims of the twin scourges of multiculturalism and political correctness. These concerns, I believe, are based on a misconception of where the peril really lies.

In my view, if we want to understand where the moral fabric of our society is most in danger of unraveling, we should be looking at debacles like the current Enron collapse and the trial balloon sent up by the Pentagon for a worldwide disinformation campaign. (Such a campaign would have called into question the very credibility of our nation, and made us indistinguishable from countries in which the line between news and propaganda has disappeared.) While our colleges cannot be blamed for these sorry episodes, there are certain moral dangers that the values of a liberal arts college, if truly internalized, can guard against. The values of intellectual integrity, honest communication and open debate—which form the core of a liberal arts education—are values that are also central to the health of our entire democracy.

As Hanna Gray posited, first and foremost among the robust set of values basic to a liberal arts college is the commitment to a search for the truth as we can best understand it. This commitment demands research, careful documentation, and the willingness to abandon even dearly-held positions when better ones are presented in convincing and well-supported arguments.

In other words, a college is a democracy of ideas—a democracy embracing all members of the campus community. Students, faculty, and administrators all have the right to be heard and the responsibility to put forward informed opinions, and all must be prepared to be challenged.

What we think we know is constantly expanded and transformed by exposure to radically different ways of seeing the world.

Diversity is a key component of this institutional ethos. We learn through encountering different ideas, beliefs, and cultures, and by seeing how our own stand up to others. What we think we know is constantly expanded and transformed by exposure to radically different ways of seeing the world. This does not mean that we should descend into mindless relativism; on the contrary, all ideas must be tested so that they can be held wisely and reflectively. Our beliefs are transformed by what we discover in our classrooms, our laboratories, our libraries, and everywhere we meet and talk to one another. Our passions are mobilized in these encounters, even as we seek to maintain a high ratio of light to heat in our discussions.

At Barnard, the respect for differing points of view, tempered by a commitment to common standards of inquiry and debate, is fundamental to the entire curriculum; it is, moreover, reflected directly in one of our newly revised general education requirements. This requirement calls for each student to explore the area we have named "Reason and Value" by completing a course that—to put it briefly—covers the ways in which values shape thought, thought shapes values, and both guide human actions.

In sum, we are committed to having open minds, but (as my mother likes to say) not so open that our brains fall out.

COMING OF AGE AT BARNARD

Just as Barnard shares certain major goals, practices, and values with its peer colleges, so it offers its own distinctive "take" on the liberal arts experience, its own milieu and its own spirit.

For one thing, while all highly selective liberal arts colleges can boast faculties dedicated equally to teaching and the pursuit of research, Barnard is in a position to achieve this balance even more powerfully by virtue of its complex nature as a college in partnership with a university.

For students, the city is a setting where life's gritty challenges present themselves everywhere, and where outsize dreams do not seem out of place.

That teaching need not be in conflict with research—that, in fact, the two complement each other—is demonstrated in an important and widely-cited study by Barnard's Ann Whitney Olin Professor of History and former dean of the faculty Robert McCaughey. In his work *The Faculties of Select Liberal Arts Colleges and Their Place in American Higher Education* (Conceptual Litho Publications, 1994), Professor McCaughey offers evidence that the best teachers are likely to be found among an institution's most accomplished scholars. It makes sense that the teachers who engage in original and cutting-edge scholarly work would be the ones who remain intellectually alive and interested in their subjects. At the same time, faculty research goes hand-in-hand with student research, and when teacher-scholars enable their students to participate in groundbreaking research, they make the undergraduate years a true voyage of discovery.

Barnard's affiliation with Columbia University, a participant in our tenuring process, provides our faculty members with an expanded range of eminent colleagues and research opportunities. It offers Barnard students admission to the University's courses and access to its extraordinary resources while they enjoy the close relationships with faculty, advisers, and administrators that only a small college can provide.

Another central ingredient in the Barnard experience is, of course, our city. As Lewis Mumford said, "New York is the perfect model of a city, not the model of a perfect city." The continuous collision of ideas and cultures, and the constant battle between private interests and the public good are among the biting ingredients that make New York the ultimate urban center. For students, this is a setting where life's gritty challenges present themselves everywhere, and where outsize dreams do not seem out of place.

If place and partnership determine Barnard's culture, so, too, does history. Barnard was founded by a group of resolute women and progressive men who bucked conventional wisdom about the position of women in society, and made it possible for promising young women to receive an education equal to that available to the country's most privileged young men. This dedication to an idea, and an ideal, permeates the College's culture today. Barnard instills in its already ambitious students a special mix of confidence and boldness, and the courage to challenge orthodoxy.

The bracing atmosphere of Barnard College produces women who have a distinctively "can do" approach to life. Show a Barnard woman a wall and, if she can't climb it, she will find a way to get around it. And she will take others with her.

This institutional culture is echoed in the comments of Barnard parents. One wrote to me recently, saying "Our daughter is thriving at Barnard, thanks to a culture that prizes intellectual risk-taking and encourages high aspirations." This culture is directly reflected in the actions of students themselves. For example, one of our students was so upset at the conditions she observed in the waiting rooms of New York's family court that she began a charitable drive to collect books for the children spending time there as judges ruled on their fates. Another, frustrated that she had no place to exhibit her senior art show, rented a storefront and created her own one-woman exhibition.

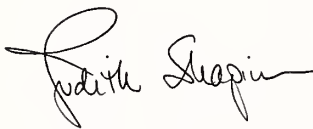
One student, inspired by participating in a high school-level competition sponsored by the Federal Reserve Bank of New York, organized a similar program for New York college students—in two months. Another student, extending her work at Barnard, undertook an internship in Capetown, South Africa, where she worked with a rape crisis center, one of the first such programs in the nation. Yet another created a bronze statue for the Shakespeare Garden in England.

Show a Barnard woman a wall and, if she can't climb it, she will find a way to get around it. And she will take others with her.

Our society needs the Barnard woman, whether she is Helene Gayle '76, directing the global fight against AIDS for the Bill and Melinda Gates Foundation, or a mother active in her own community and raising children who will care deeply about the world they inherit. Barnard graduates have always been at the front lines, knocking down barriers. Today, they are managing corporations, formulating social and political policy, covering world events for major media, creating art of enduring importance, and trying to improve the world in countless different ways.

And what about tomorrow? It is a truism to say that we are entering a new era. Yet it is a fact that the challenges we face today as a nation and as part of a global community demand careful attention to many different interests and visions. Our desire for privacy conflicts with our need for security; our hope for medical advances competes with our trepidation about genetic engineering; our wish for economic prosperity complicates our concerns about global inequality; and our success at opening doors for women demands a redefinition of family life. As I noted last October at The Barnard Summit: Women, Leadership and the Future, we stand at a crossroads where, for the first time, women and men are on the verge of sharing power. How we move forward will have an enormous impact on the professional and personal lives of us all.

We cannot tell what the future holds. But I do know that Barnard women—imbued with a discerning intelligence, a cosmopolitan perspective, and moral courage—will continue to be in the vanguard of change for the betterment of our society. And I know, too, that the fortunate women who are shaped by Barnard's culture will always carry with them the desire to make the world more like the one they experienced as undergraduates: a world where justice is joined to compassion, ambition to responsibility, and careful contemplation to decisive action—and where they never have to take second place.

A handwritten signature in dark ink, reading "Judith Shapiro". The signature is fluid and cursive, with the first name "Judith" written in a larger, more prominent script than the last name "Shapiro".

Judith Shapiro
President

SEVEN YEARS
OF PROGRESS

2
{a report}

*Barnard has strengthened
its academic programs, improved its facilities,
enhanced its reputation,
and advanced toward financial stability.*

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*B*arnard has always been known for graduating strong women. And in the past seven years, Barnard itself has become a far stronger institution. Through an unprecedented transformation on many levels—physical, academic, technological, financial, and institutional—the College has achieved positive change at a remarkable pace.

The evidence is everywhere. From highly visible enhancements of public space (such as the restored lobby of historic Barnard Hall, the lushly landscaped Milbank Courtyard, and the new “smart” lecture halls with digital projection systems) to less visible but equally important gains (such as an improved faculty–student ratio, strong endowment growth, a wide-reaching digital infrastructure, and increased cooperation with Columbia University), Barnard has positioned itself to supersede its own exceptional legacy.

Beyond the classroom, the number of people touched by the College increases daily. Through extended service projects, greater internship opportunities, and more public programs, Barnard’s intellectual life continues to radiate in wider circles throughout surrounding communities and around the world. This higher profile has contributed to an extraordinary growth in applications to the College, leading to increased selectivity in admissions and a corresponding escalation of media attention.

This dramatic progress was made possible by the vision of trustees, faculty, staff, alumnae, and friends who believe in what Barnard has to offer young women of talent and ambition, and who want the College to be able to advance further. Their partnership will enable Barnard to set its sights on even more ambitious goals in the years to come.

*S*elf-improvement is a ceaseless endeavor, for an institution no less than for an individual. The key to effective growth—the wise allocation of resources—depends on prioritizing. For Barnard, the highest priority has been to build upon the College's historic excellence in teaching and learning.

In June of 2000, that priority gained added vigor when Barnard's Board of Trustees adopted a mission statement reinforcing the College's aim: "to provide the highest quality liberal arts education to promising and high-achieving young women." Characterizing Barnard as "a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery," the mission statement reaffirmed the vigorous academic enterprise at the College's core.

In recent years, success in this enterprise has rested largely on the College's ability to attract and retain a superlative faculty, take maximal advantage of computer technology, build enhanced science programs around state-of-the-art research laboratories, and shape a curriculum that reflects and addresses the complexities of an increasingly global society.

National Recognition

A sampling of recent honors for Barnard alumnae, faculty, and students:

- Pulitzer Prizes for Jhumpa Lahiri '89, Katherine Boo '88, and Eileen McNamara '74, bringing the total held by alumnae to seven.
- A MacArthur "genius" grant to Rebecca Goldstein '72; Barnard alumnae now hold seven—no college can claim more.
- The John Nicholas Brown Prize, for the best first book in any area of medieval studies, by the Medieval Academy of America, to Joel Kaye, associate professor of history.
- The Waldo G. Leland Prize, offered every five years for the most outstanding reference work in the field of history, to Mark Carnes, Ann Whitney Olin Professor of History, for co-editing the *American National Biography*.
- Awards for students include: Truman Scholarship, Fulbright Fellowship, Goldwater Scholarship, Luce Scholarship, Bill and Melinda Gates Scholarship, Mellon Fellowship, and NCAA postgraduate scholarship.

Right: *From its secure enclave within Barnard's gates, a vital academic community fashions tools with which to engage the world.*



BARNARD

WELCOME
TO
BARNARD

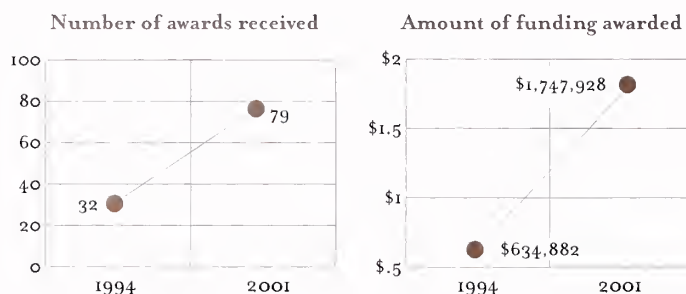
AN OUTSTANDING FACULTY

Of all the contributors to Barnard's excellence, none is more central than the faculty. A community of dedicated scholars, all highly distinguished in their fields, faculty members are fully involved in strengthening the College's curriculum, keeping it innovative, relevant, and engaging. They maintain a high level of dedication as teachers, take seriously their roles as mentors, and consistently demand rigor and creativity from their students.

Including well-known writers, editors of leading scholarly journals, award-winning researchers and translators, and influential commentators in newspapers and on television, Barnard's faculty enjoys a reputation for being on the leading edge of knowledge in many fields. Faculty members value the research benefits associated with the College's ties to Columbia University and its New York City location.

1994-2001 Sponsored Faculty Research

Since 1994, funding for sponsored research at the College has nearly tripled, supporting a wide variety of research on topics ranging from the workings of autobiographical memory to the analysis of the medieval economy, from the properties of transition metals to urban archeology. The awards have come from such agencies as the National Institutes of Health, the National Science Foundation, the Open Society Institute, the National Endowment for the Humanities, and many others.



A Sampling of Major Grants Awarded the College

Funder	Year Received	Total Amount	Description
Howard Hughes Medical Institute	1996 & 2000 (2 awards)	\$2,200,000	Science internships, renovations, faculty and curriculum development, partnership with LaGuardia Community College
The Andrew W. Mellon Foundation	1996, 1999, 2000 (3 awards)	\$2,285,000	Humanities post-doctoral positions
	1997 & 2000 (2 awards)	\$700,000	Mellon Minority Undergraduate Fellows
	1997	\$315,000	BEATL
	2000 & 2001 (3 collaborative awards)	\$727,000	Faculty Life Cycle
National Science Foundation	1995	\$1,500,000	Science renovations
W.M. Keck Foundation	1997	\$300,000	Science renovations
The Starr Foundation	1996, 1998, 1999, 2000, 2001 (5 awards)	\$500,000	Scholarships

In the past seven years, many outstanding teacher-scholars have made Barnard their professional home. Their contributions cover the academic spectrum—from classics to chemistry, philosophy to physics. Among them are these tenured professors:

KIMBERLY MARTEN ZISK

Associate Professor of Political Science

Professor Zisk has taught at Barnard since 1997. She graduated Phi Beta Kappa from Radcliffe and went on to earn a Ph.D. from Stanford University. She is an authority on Russian foreign and defense policy, and has authored two books on the subject—*Managers in the New Russia* (Columbia University Press, 1998) and *Engaging the Enemy* (Princeton University Press, 1993). Her research, teaching, and writing have also focused on UN peacekeeping efforts and Japanese security issues. In the wake of the September 11 attacks on America, while serving a one-year appointment as a fellow at the Council on Foreign Relations, Professor Zisk played an indispensable role in organizing and speaking at campus forums on the crisis. She is currently developing a new first-year seminar called “Experiences of War.”

ANN SENGHAS

Assistant Professor of Psychology

Professor Senghas joined Barnard in 1999 after receiving her A.B. in French from Smith College and her Ph.D. in Brain and Cognitive Sciences from MIT. At MIT she studied with Steven Pinker, a leading expert on language and the mind. Her dissertation was on the emergence of Nicaraguan Sign Language (NSL), a form of sign language self-created by the deaf community, complete with complex grammatical rules and structures. She continues her research on NSL through Barnard’s Language Acquisition and Development Research Laboratory, which she directs (and in which students participate, in some cases accompanying her on fieldwork). No language has ever been studied so close to its time of origin, and no language has ever been studied that did not derive directly from some other already existing language. Her findings show that children are NSL’s primary creators, and her work provides an opportunity to test the limits of innate language abilities as posited by linguist Noam Chomsky.

WALTER NEUMANN

Professor of Mathematics

Professor Neumann joined the Math Department in January 2000. After receiving his bachelor’s and master’s degrees from the University of Adelaide and his Ph.D. from the University of Bonn, he taught at universities in Germany, Australia, and the United States. Celebrated for the broad scope of his research, he studies the interplay between group theory and low-dimensional topology, with connections to number theory, algebraic geometry, and automata theory and computation. Among the subjects he taught in 2001 were advanced calculus and 3-manifolds theory, the latter covering Seifert manifolds, torus bundles, and geometrization for the seven non-hyperbolic geometries.

DOROTHY KO

Professor of History

Professor Ko, renowned for her scholarship on the history of women in China, came to Barnard in the fall of 2001. Born and raised in Hong Kong, then educated at Stanford, she holds a B.A. in international relations and a Ph.D. in the history of East Asia since 1600. Immediately prior to her joining the History Department at Barnard, she held a tenured position at Rutgers, and before that taught at Stanford, the University of California, SUNY Stony Brook, and Temple University in Japan. She is the author of *Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China* (Stanford University Press, 1994) and *Every Step a Lotus: Shoes for Bound Feet* (University of California Press, 2001), which explores the symbolism of footbinding. Her courses are profound explorations of Chinese history and culture, with a sharp focus on issues of sex and gender.

DAVID WEIMAN

Professor of Economics

Professor Weiman, an economic historian, was appointed to the Economics Department in September 2000. He graduated Phi Beta Kappa from Brown, then earned his M.A. from Yale and Ph.D. in economics from Stanford. He has taught at Swarthmore, Yale, and CUNY, and came to Barnard after serving as a senior program officer at the Russell Sage Foundation. He publishes regularly in the *Journal of Economic History* and is currently writing a book on the role that Southern banking and telephone networks played in economic development. He teaches the Senior Seminar as well as courses on the economic history of the United States and the theoretical foundations of political economy.

JIEH GREENEY, Class of 2003



Jieh Greeney has learned the importance of dedication and teamwork through her participation on the Barnard/Columbia Ivy League Division I women's crew team, an experience she calls unique and memorable. A student whose range of interests is as broad as her talents, she is executive vice president of Barnard's student-founded Women's International Business Council and is working with the National Association for Female Executives to create a mentorship program for undergraduates interested in business careers. She has participated in the College's Sophomore/Alumnae Mentorship program and has interned with a Barnard alumna who runs her own consulting firm. She says that she has been very pleased with Barnard's growing focus on women in business over the last two years and was "blown away" by the Future of Women in Business panel of the Barnard Summit. An art history and visual arts major—inspired by Barnard faculty, she has taken up painting in addition to photography—she plans to pursue perhaps an M.B.A., perhaps an M.F.A., perhaps something else. "All of us here have a lot of fire and a lot of passion," she says. "I'll go where my heart takes me."

Faculty growth has led to an improved faculty-to-student ratio of 1 to 10 (see Figure A). The results include an increase in mentoring, and greater opportunities for professors and students to conduct collaborative research. In a climate of excellent relations between Barnard's faculty and administration, faculty members take the initiative in many ways—from mobilizing interdepartmental resources to developing innovative courses and special majors.

A VIBRANT COMMUNITY OF STUDENTS

From 45 states and more than 25 countries, Barnard's 2,300 students bring a world of backgrounds, interests, and aspirations to campus. They create a culture in which young women thrive as leaders and members of more than 80 student organizations, while experiencing a close-knit residential community in the midst of an exciting city.

Over the last decade, this flourishing culture has become even more dynamic as Barnard has become more selective in its admissions. Between 1994 and 2001, applications rose 49 percent, making Barnard the most sought-after women's college in the country (see Figure B). During that time, Barnard also stretched its geographic reach, in 1999 drawing applicants from 50 states, the District of Columbia, and Puerto Rico and nearly doubling the number of countries represented to 46. The number of secondary schools from which students applied also rose dramatically, rising from 851 in 1990 to 1,591 in 1999.

Admissions records at Barnard are made to be broken these days, and in 2001 the College received an unprecedented 4,075 applications for the class of 2005—more applications from women than any other liberal arts college, whether single-sex or coeducational.

Outstanding Faculty and Students

In recent years, Barnard has added depth and breadth to its outstanding faculty, drawing on graduates of many of the nation's finest doctoral programs. Applications from prospective students, who are among the nation's best, have increased dramatically.

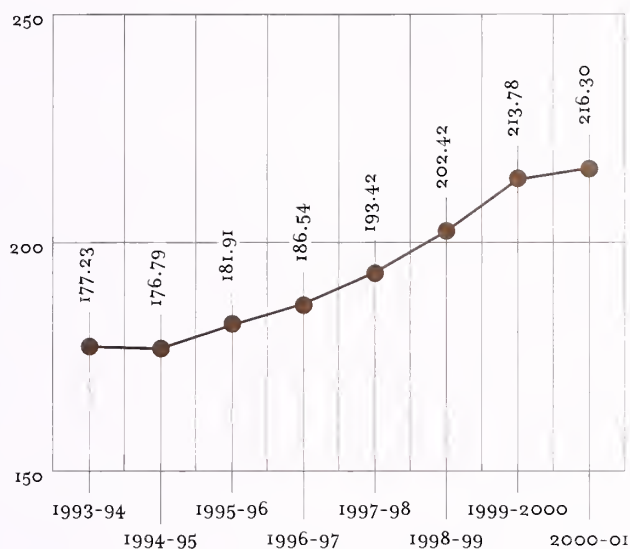


Figure A. Faculty Growth (Number of Full-Time Equivalent Faculty Positions): Academic Years 1994-2001

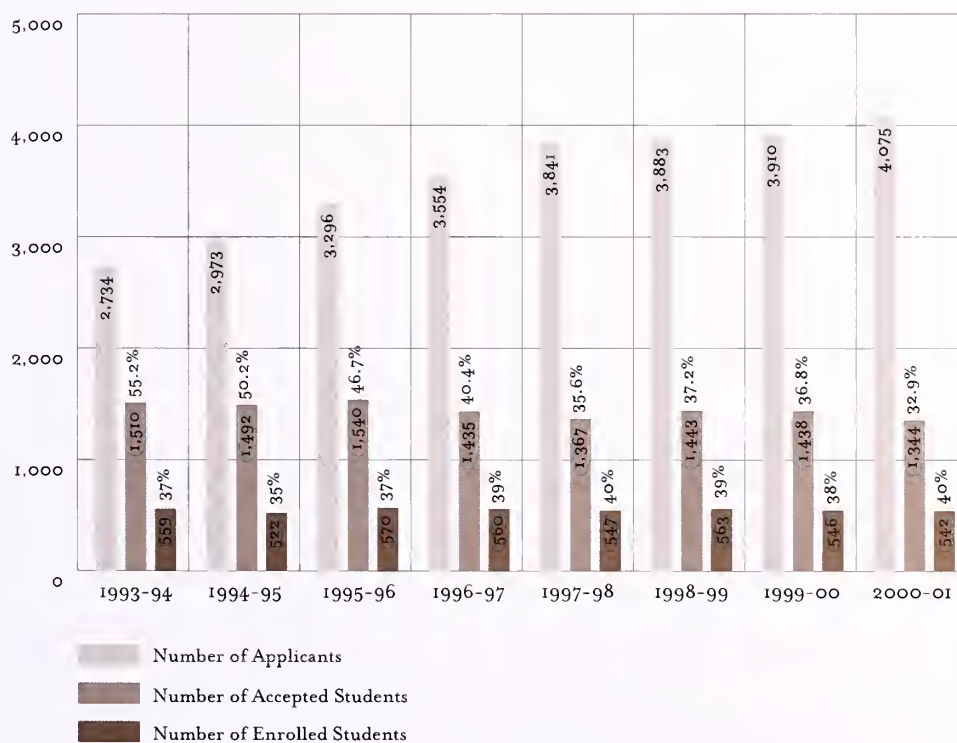


Figure B. Increased Applications, Greater Selectivity: Academic Years 1994-2001

With only 33 percent of applicants admitted, the Class of 2005 is the most selective in Barnard's history. Competition for applicants now comes from the Ivy League universities: Harvard, Brown, Yale, Cornell, and Columbia.

While the total number of applicants for the Class of 2006 fell, apparently as a result of the September 11 terrorist attack, their academic profile was even higher than applicants of the year before. And, Barnard received a record 321 early decision applicants—young women for whom Barnard was their first choice—an 11 percent increase over the previous year. Barnard's dean of admissions Jennifer Fondiller told *The New York Times* that these numbers were consistent with the caliber of students coming to the College. "We are seeing applicants who are incredibly motivated, spirited self-starters, the type of kids . . . this kind of thing won't stop."

AN INNOVATIVE CURRICULUM

Since its founding, the College has upheld the ideal of a liberal arts education—requiring that students apply rigorous analysis to a broad range of subjects, and encouraging independent thought and self-expression. This education has always equipped its graduates to think and act critically and creatively in a constantly changing world.

Requirements, guidelines, and opportunities
WAYS OF KNOWING—To reinforce the foundation of this curriculum, and to redefine the components of a superior liberal arts education, Barnard established new general education requirements for students entering the College in the fall of 2000. The product of a thorough three-year curriculum review by faculty, administrators, and students, the revised requirements are organized around different Ways of Knowing—nine areas that include, bridge, and transcend the traditional disciplines of the liberal arts and

KAREN FAIRBANKS, *Director, Architecture Program*

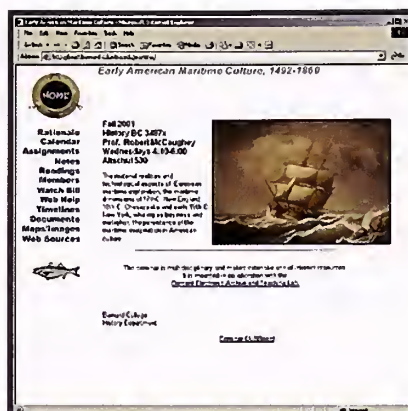
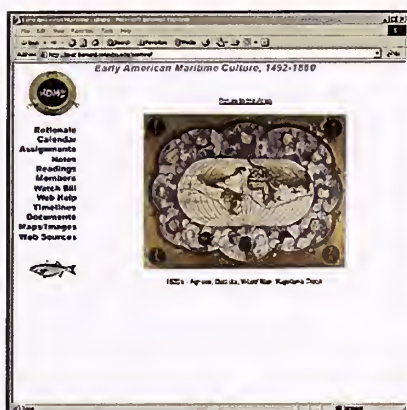


From Japan to England to Chicago's South Side, Karen Fairbanks has won awards and recognition for her innovative achievements in architectural design. From her students at Barnard and Columbia, she has won praise for working collaboratively with them on studio projects and for always challenging them to explore a variety of strategies for implementing their ideas.

Professor Fairbanks directs Barnard's highly acclaimed architecture program, and under her inspired leadership, the program has been designated the official undergraduate program in the discipline for the entire University.

Recent award-winning projects by her firm, Marble Fairbanks Architects, include a Chicago elementary school that will house separate schools-within-a-school, the Tenri Cultural Institute (a Japanese arts center) in Manhattan, unique loft and townhouse residences in SoHo and the Upper West Side, and the ticket area at the Museum of Modern Art. Architectural Review praised the MOMA lobby design for solving "a complicated set of problems (which at first appear to be extremely simple) with finesse and efficiency."

Professor Fairbanks, who joined Barnard's faculty in 1996, demands no less of her students. In her own words she challenges them to pursue "a rigorous dialogue with faculty and peers . . . to engage in a process that is unfamiliar territory and bring their intellectual curiosity and rigor to it."



Left: Funded by a grant from The Mellon Foundation and directed by Ann Whitney Olin Professor Robert McCaughey, the Barnard Electronic Archive and Teaching Laboratory pioneers new approaches to teaching and learning.

sciences. These nine areas are: (1) Reason and Value, (2) Social Analysis, (3) Historical Studies, (4) Cultures in Comparison, (5) Laboratory Science, (6) Quantitative and Deductive Reasoning, (7) Language, (8) Literature, and (9) Visual and Performing Arts. Together, the Ways of Knowing capture the mission of the College to provide an excellent liberal arts education that is intellectually focused, challenging, and responsive to emerging developments in scholarship, pedagogy, and society.

"We broke out of departmental boundaries," Associate Provost Flora Davidson said of the new categories. "Knowledge is increasingly cross-disciplinary, and the requirements affirm this."

Indeed, the requirements now clarify each student's commitment to explore—from analytical, quantitative, and artistic perspectives—the major, cross-disciplinary means by which human knowledge has been constructed.

SOCIAL INSIGHT—Other innovative guidelines complement the revised requirements. As students make course selections, they are advised to consider both the diversity and the commonality of societies around the world, and to choose subjects that will heighten their understanding of global issues. They are also encouraged to explore the histories, challenges, and achievements of women. In women's studies courses and in a wide range of other courses across numerous academic disciplines, the Barnard curriculum purposefully embraces issues of gender in all their complexity, in all aspects of human endeavor.

POWER OF PLACE—Lastly, more than ever before, students are urged to take full advantage of New York City—its international character and economic power; its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. An extended campus, the city serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for internships, community service, and many other enriching pursuits.

Transformative technologies

Barnard has made significant progress in the pedagogical use of computer technology. With funding from The Andrew W. Mellon Foundation, the National Science Foundation, the Howard Hughes Medical Institute, and trustee Steven Fink, innovative faculty members have adopted new information technologies and incorporated them into the curriculum. At the same time, promoting students' technological fluency has become a key component of the College's mission to prepare women with the necessary skills to succeed in whatever field they choose.

AN IMPRESSIVE EXAMPLE—In the vanguard of the College's digital revolution is Robert McCaughey, Ann Whitney Olin Professor of History. Professor McCaughey developed a maritime history course in which his students use the Web to locate primary sources, make presentations, contribute to class projects, and participate in electronic discussion groups between classes.

"I can call up one of their Web presentations and speak to it for general discussion purposes . . . in a way that I could never do with a paper," Professor McCaughey told *The Wall Street Journal* in an interview published in December 2000.

These presentations are literally works of art. The typical student may illustrate an essay on a historic seagoing voyage, for example, with a wide array of graphics—such as paintings of that period's maritime life, a detailed diagram of the ship, and a map plotting the course of the journey. Students frequently add depth to their presentations by including bibliographic Web links that point the reader to a wealth of related data.

BEATL—Using Professor McCaughey's course as a prototype, the Barnard Electronic Archive and Teaching Laboratory (BEATL) has promoted the use of Web technology in every academic field. Consequently, the use of Web technology to enhance teaching and coursework has become the norm at Barnard, and the BEATL page of the College's Web site has become an indispensable portal to academic information and resources.

DEPARTMENTAL SITES—Also invaluable to students and faculty alike are the Web pages of the academic departments, on which the departments post courses and syllabi, faculty information, news of department-sponsored

events, and requirements for the major. To refine the links and listings under the departments' syllabi postings, Barnard librarians work closely with faculty to compile bibliographic resources from the Web. Commensurate with this effort, the College has shifted the management of academic technologies directly to the library. This shift has expanded faculty and student access to training and support in on-line research, creating boundless new opportunities for in-depth study. At their computer terminals, urban studies students have surveyed preliminary designs for a Denver subway system, anthropology students have explored images of Manhattan from the 1600s to the present, and comparative literature students have browsed the Schomburg Library collection of works by 19th-century African-American writers.

CUBBOARD—Another digital resource is CUBBoard—short for Columbia University Bulletin Board—a simple and flexible system for setting up class discussion groups on the Web. Students studying with English Professor William Sharpe are required to write briefly about the assigned reading before every class, post their writing on the class's bulletin board, and read and comment on their classmates' postings. "A whole discussion takes place before the next class," Professor Sharpe says.

Below: Brownfield Action, the brainchild of Senior Lecturer in Environmental Science Peter Bower and produced in cooperation with the Columbia Center for New Media Teaching and Learning, allows students to assess and clean up a suspected contaminated land site. Right: Professor of Political Science Dennis Dalton, a noted Gandhi scholar, leads a discussion on the intergenerational transmission of domestic violence as part of a colloquium on nonviolence.





"What I find great and noble about Barnard students is that they are very actively engaged in their learning and willing to energetically question established ideas," says Shawn-Marie Garrett, assistant professor of theater.

"These qualities are critical in theater, because like any art form, theater dies when it's deprived of the oxygen of experimentation and questioning."

A professional dramaturg, theater theorist, and critic with a special interest in the African-American repertory, Professor Garrett came to Barnard in 1999 from Yale, where she earned her M.F.A. and D.F.A. and taught both English and theater. She says that she aims to "help students understand theater in the context of larger patterns of thought and in relation to current theatrical practice in New York."

Her students attend New York productions of the plays they are studying and enjoy classroom visits by the theater professionals involved in those productions. In 2001, in conjunction with Barnard's Medieval and Renaissance Conference (an international scholarly gathering), students in her Theater History course prepared production proposals for the medieval morality play Everyman with the assistance of a visiting professional producer. Then, under the auspices of the entire Theater Department, an innovative production was presented to a delighted conference audience.

BROWNFIELD ACTION—Environmental science has proven especially fertile territory for the growth of nontraditional teaching and learning. In some courses, students are using computers to get up-to-the-minute, detailed graphics of world oceanic climate patterns. In Peter Bower's introductory course, students use a digital, interactive simulation program called Brownfield Action to investigate suspected contamination problems at a virtual town's abandoned factory site.

Professor Bower developed Brownfield Action in cooperation with the Columbia University Center for New Media Teaching and Learning. The program's database holds more than two million pieces of information about the virtual town, including data on topography, water tables, soil composition, and contamination plumes. Assuming the role of environmental consultants to a development company, students use environmental testing strategies to pinpoint the source and type of contamination.

From computers in their classrooms, residence halls, and elsewhere, they are able to walk through the site, run tests, retrieve public records, and conduct video interviews with residents of the town.

"This course enhances creative thinking and problem-solving skills," says Professor Bower, adding that it "provides a total immersion into environmental science, as close to real life as possible."

THE UNDERLYING LINK—Finally, simple e-mail—perhaps overshadowed by more sophisticated on-line discussion groups—has itself been a substantial boon to teaching and learning by facilitating frequent communication between faculty and students outside the classroom. Taken for granted by many of today's students, it has contributed to a learning environment considerably more seamless than that of merely a decade ago.



Shenequa McLeod is a pre-med psychology major. After taking two semesters of *Reacting to the Past*—the first with Professor Herbert Sloan, the second with Professor Mark Carnes—she is also considering a minor in history.

"Nothing draws you into the context of what you're studying the way 'Reacting' does," reports Shenequa.

"A lot of my quieter classmates gained their voices in this class as they became comfortable with expressing themselves. And people like me, who were already confident speakers, were challenged to do extensive research—much more than the required reading—so that we'd be fully prepared to respond when our opposing classmates came up with obscure facts and arguments. The students take charge, and the professor is someone you look to for direction and clarification."

The interaction doesn't end in the classroom. "You'll be in the dorm hallway at 1 a.m., going to brush your teeth, and you'll see someone from class, then stand there talking forever about what went on in the last class and what you expect for the next one. It's amazing. It totally engages you."

*Not all of the course material was new to Shenequa; she had read Plato's *Republic* two or three times before studying it once more for this class. "But I had never used Plato's arguments to obtain a victory over my opponents," she says.*

Living history

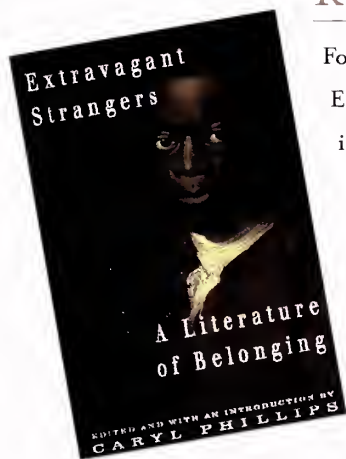
While technology has been the basis for unprecedented advances in teaching and learning at Barnard, a different kind of pedagogical experiment has carried students back in time, where they engage in intense philosophical and political debate.

In 1996, frustrated with the timid and dutiful approach his students were taking to the

great philosophical texts of First-Year Seminar, history professor Mark Carnes created a class that would wholly engage his students' hearts and minds. Since then, the first-years who take *Reacting to the Past* have delved into classic works by aggressively assuming the personas of historical figures connected to those works. In one instance, a student studying Rousseau's *Social Contract* and Edmund Burke's *Reflections on the*

Recreating Creative Writing

For students seeking to develop their writing talents, members of Barnard's remarkable English faculty act as models of ambition and experts in craft. The revised Creative Writing Program faculty includes writer Mary Gordon '71, novelist and screenwriter Caryl Phillips, novelist Peter Carey, playwright Ellen McLaughlin, and poet Claudia Rankine, who runs the respected Barnard New Women Poets series. Taryn Roeder '97, who earned her M.F.A. at the University of Maryland and is now a publicist at Island Press, says of Professor Gordon, "She inspired and nurtured me and developed my skills. She is a wonderful, thoughtful, powerful teacher. It is rare to have a teacher who can bring the best out of a person. Learning with her is an experience I will never forget."



In large part, New York City politics is ethnic politics. Immigrants have strongly shaped the city's history and will profoundly shape its future. Political scientist Lorraine Minnite is an expert on New York's ethnic and religious communities.

Professor Minnite has conducted groundbreaking research in her field. The New Americans Exit Poll, conducted on Election Day 2000, was one major survey in which she played a leading role. "It's the first time that we have had good data on the immigrant voter in New York," Professor Minnite said of the study.

From 1998 to 2001, Professor Minnite was a co-principal investigator for the Muslim Communities in New York City Project, a survey of the city's Muslim communities. Funded by the Ford Foundation, the project's researchers canvassed all five boroughs, mapped the areas where Islamic communities are centered, and conducted focus-group research with community members, examining the ways Muslims maintain a distinctive religious identity, build communities, and respond to stereotypes. The significance of this work was underscored by the terrible events of September 11, 2001. Professor Minnite's current goal is to study the New York Islamic community's response to the World Trade Center attacks.

A member of Barnard's Political Science Department since January 2000, Professor Minnite has taught courses ranging from the First Year Seminar on Urban Myths to the Colloquium on Political Participation and Democracy. She is also developing courses that will take advantage of her knowledge of New York City's diverse communities.



Revolution in France might be assigned to play the role of a Jacobin at a history-making session of France's National Assembly in July 1791; that student will debate classmates who are playing Conservatives and other partisan forces of the French Revolution. The debate is always impassioned, and the classic philosophical texts come alive when students use them as weapons in a verbal battle about the direction France should take at a pivotal moment.

"I cannot express in words the impact that this class has made on my college career and life in general—it is far too great," wrote one student in a typical assessment of the course.

Enthusiastic student reactions have been echoed by the accounts of official observers from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). Josiah Ober, a FIPSE evaluator

and professor of ancient history at Princeton, reported, "A month after the visit, I retain quite vivid images of the passion and seriousness with which the students confronted the issues presented to them." Professor Ober recommended that the course be adopted by other colleges and universities, and FIPSE funded a summer 2001 conference at which Professor Carnes demonstrated his teaching methods to representatives of 32 colleges and universities. Since then, a number of these institutions have formed a consortium with the purpose of adding *Reacting to the Past* to their own first-year programs.

David Denby, author of *Great Books* (about Columbia's core curriculum), concluded his laudatory report to the Department of Education by predicting that students will look back on this class as "the most exciting experience of their undergraduate careers."



Above: Barnard faculty members play important roles in Biosphere 2, Oracle, Arizona. Right: Assistant Professor of Physics and Astronomy Nehmi Mukherjee and a student measure the charge-to-mass ratio of an electron in one of Barnard's physics labs.



Migration studies

One of the most profound and timely developments in recent years at Barnard is the establishment of the Project on Migration and Diaspora. This project has redrawn the map of the curriculum, has attracted renowned scholars and artists to speak at public forums, and has put Barnard in the forefront of scholarship in a critical, rapidly-emerging field.

A landmark season in this endeavor was the fall of 1998, when Caryl Phillips joined the Barnard faculty as the Henry R. Luce Professor of Migration and Social Order. Professor Phillips, a novelist born in the West Indies and raised and educated in England, has often explored the themes of exile and dispossession in his creative work. In the past few years, he has reshaped the Creative Writing Program to include a strong diaspora component and has brought into the program distinguished visiting faculty, including Booker Prize-winner Peter Carey and Pulitzer Prize-winner Jhumpa Lahiri '89.

Professor Phillips has lived and worked in far-flung quarters of the globe. Many of the distinguished speakers at Barnard's Forum on Migration Events, including British filmmakers Ismail Merchant and James Ivory, are people he encounters while "moving around in Europe and Africa." Forum events have focused on topics ranging from the effect of itinerancy on writers' work to the impact of immigration detention on refugee communities in New York City.

CROSSING BORDERS—Also in 1998, with a grant from the Ford Foundation, Barnard established the World Cities, City Worlds program. A few years later, the salutary effects of this program are evident throughout the campus community. Curriculum revision projects—such as the creation of a new course comparing the politics of Muslim countries to the politics of Muslim minorities in non-Muslim nation-states—have spurred a richly productive, cross-disciplinary dialogue among the faculty. Meanwhile, faculty members are "crossing borders" by introducing diasporic topics into their courses and scholarly work. These changes have, in turn, sparked student interest and research in how people and cultures move around the world, and have encouraged students to engage in fieldwork in diasporic communities and the "home" countries.

Biosphere 2

Since 1996, Barnard and Columbia have been partners in Biosphere 2, an extraordinary venture in scientific research, education, and public outreach. Biosphere 2's 250-acre campus in the foothills of Arizona's Santa Catalina Mountains is centered around a magnificent glass-enclosed laboratory of isolated ecosystems—rainforest, savanna, marsh, ocean, coral reef, desert, and farmland. Gleaming in the desert sunlight, the laboratory's five-story tower rises amidst an intricate structure of domed, arched, and pyramidal spaces enclosing the ecosystems in an area as large as three football fields.

Students who spend an Earth Semester at Biosphere 2 receive a profound and often life-altering experience in the study of Earth systems science and environmental public policy. In a recent project, students explored the area surrounding the Biosphere 2 campus in search of a suitable site for the construction of new student housing. Integrating investigative fieldwork with classroom study, they analyzed the local ecosystem and hydrology, as well as economic constraints, with the goal of finding the optimal location.

Those who choose the Universe Semester use Biosphere 2 telescopes and large professional telescopes in mountain observatories to investigate the origin and evolution of the universe. In a location ideal for astronomical viewing—under the clear skies of the Sonoran Desert—students conduct research and attend seminars in astronomy and the history of science.

Barnard faculty members have contributed substantially to the growth of Biosphere 2. In the project's early days, Stephanie Pfirman, the current chair of Barnard's Environmental Science Department, played a major role in

developing the Earth Semester and public outreach programs. Astronomer Laura Kay has taught Universe Semester courses. Most recently, during the fall 2001 Earth Semester, hydrologist Martin Stute taught and supervised student research projects.

"Earth Semester students work closely with experts in diverse fields—geologists, hydrologists, social scientists, biologists—and look at one issue from many perspectives. It's a hands-on, intensive, and well-integrated learning experience," says Professor Stute. "I'm very impressed by the program."

Student reviews resemble Professor Stute's. "I left the Biosphere campus with more knowledge and understanding of my world and our collective human impact upon it than I ever had," said Barnard student Anne-Marie Vaduva after her Earth Semester in the spring of 1999.

Classmate Mei Yip offered a similar assessment: "It has offered me so many opportunities, such as working with a top planetary geologist, and this has determined the path that I want to walk."

MARISA BUZZEO, Class of 2000

After graduating from Barnard with a major in chemistry, Marisa Buzzeo went off to study at Oxford University for the summer, but returned to campus in the fall to complete Barnard's education program to be certified to teach high school chemistry. Marisa, who has spent the past year teaching at the Bronx High School of Science, wants to see science education in the public schools improved with new pedagogical techniques—a conclusion she reached after teaching math and science in the Summerbridge Program and the Higher Education Opportunity Program. In the fall, she will enter graduate school to pursue a doctorate in chemistry and hopes to combine her interest in research and public policy. "At Barnard, the resources are available and the staff is there to help you immediately if you have an interest in science. The opportunity for one-on-one collaborative research is priceless." Displaying her prodigious range and energy, Marisa was involved in New Student Orientation, Peace Games, and McIntosh Activities Council, and was captain of the intramural basketball team and president of the Chemistry Club. Marisa is also an accomplished musician who plays four musical instruments: piano, clarinet, tenor saxophone, and xylophone.



CHRISTY THORNTON, Class of 2002



Highly motivated Barnard students may enroll in graduate-level courses and programs at Columbia in such fields as international affairs, business, law, and the arts and sciences. Christy Thornton, a political science major, is pursuing a five-year combined degree at Barnard and Columbia's School of International and Public Affairs (SIPA). A year after earning her B.A., she will earn a master's degree in international affairs in economic and political development, with a focus on policy analysis.

"My advisor joked that I had taken more political science classes than any student she had ever seen," says Christy, whose senior thesis examines World Bank poverty-reduction programs. "I felt that this master's degree would be the next logical step in legitimating the amount of work I've put into what I want to do."

Christy has managed to pursue a wide array of interests while maintaining an exceptional focus on her studies. She has served as editor-in-chief of the *Barnard Bulletin*, performed with Barnard's student drama troupe, deejayed for student radio station WBAR, and worked for a variety of public service organizations. Last spring she was named a Trumon Scholar by the Horry S. Trumon Scholarship Foundation, which honors students who exhibit exceptional leadership potential and are committed to careers in public service.

Women and science

On the Barnard campus, a variety of other innovative programs have encouraged young women to choose the path of scientific inquiry and discovery.

HUGHES SCIENCE PIPELINE

PROJECT—Since 1991, grants totaling \$3.1 million from the Howard Hughes Medical Institute have enabled the College to accomplish the following: strengthen student research opportunities while broadening student access to science at all levels; offer research internships; host symposia, career workshops, and frequent lectures by distinguished women scientists; familiarize faculty members with new techniques and emerging cross-disciplinary areas of study; develop multimedia, Web-based materials for advanced science courses; renovate

the neurobiology teaching lab and provide multimedia audio-visual equipment for two large lecture halls and one classroom; and carry on a collaborative venture with LaGuardia Community College, offering talented community college students a residential summer program, academic year courses, and research internships at Barnard. "The Hughes Science Pipeline Project creates a community of scientists among Barnard faculty and students," says Biological Sciences Professor Paul Hertz.

WOMEN AND SCIENTIFIC LITERACY—

A special, interdisciplinary community was created on campus with Women and Scientific Literacy (WSL), an initiative sponsored by the Association of American Colleges and Universities. With funding from the National Science Foundation, this program has made

Right: In recent years, Barnard's architecture, dance, theater, education, and urban studies programs have been designated as the official undergraduate programs in those disciplines for the entire University community.



science more attractive to women at participating colleges by changing the content and teaching methods of the science curriculum and by bridging the gulf between science and women's studies. At Barnard, interdisciplinary WSL projects have explored women's roles as both scientists and subjects of science and have sought to uncover the ideologies embedded in science. In a particularly successful effort, the Women's Studies, Biology, Sociology, and Psychology departments joined in creating "Introduction to Women's Health," an immensely popular women's studies course that covers the entire life span of women, combining biological study with an examination of social and cultural influences.

A STRONG PARTNERSHIP

The relationship between Barnard and Columbia is deeply woven into the fabric of both institutions. Students, faculty, resources, and ideas all move in a constant two-way flow across Broadway, embodying a partnership that is unique in higher education. The most recent Intercompany Affiliation Agreement between the two institutions, signed in 1998, ensures the stability of this mutually-beneficial partnership for an unprecedented 15-year period.

Barnard's contributions

The benefits that Barnard students receive from their school's affiliation with an Ivy League research university are widely acknowledged. Less recognized are the substantial benefits to Columbia students, who profit from Barnard's distinctive strengths in a variety of fields. For example, Barnard's theater, dance, architecture, and urban studies programs have been designated the official undergraduate programs in those disciplines for the entire University. At the same time, Barnard faculty members teach approximately 40 graduate-level courses a year at Columbia.

Columbia's relationship with Barnard has also been of great benefit to the University's renowned academic institutes. Xiaobo Lu, a Political Science faculty member at Barnard, currently serves as director of the East Asian Institute, the center for Asia-Pacific programs at Columbia. The mission of the East Asian Institute is to train new generations of Asian experts in the humanities, social sciences, and other areas, and to enhance understanding of China, Japan, Taiwan, Hong Kong, Korea, and the countries of Southeast Asia in the wider community. In fulfillment of this mission, Professor Lu oversees an academic enterprise of more than 50 full-time faculty members, a diverse group of visiting scholars and professionals, and more than 250 students from around the world.

Catherine Nepomnyashchy, the present chair of Barnard's Slavic Department, is director of the Harriman Institute at Columbia. Founded in 1946, this institute is the oldest academic center in the United States devoted to the interdisciplinary study of the Russian Empire, the Soviet bloc, and the post-communist states. Numerous programs and activities are carried out under Professor Nepomnyashchy's leadership: a certificate program for graduate students; the sponsorship of academic research; public lectures and conferences; the publication of a quarterly journal, newsletters, and a scholarly book series; and public affairs outreach. The Harriman Institute provides an intellectual home for visiting scholars, policy experts, journalists, and other professionals from all parts of the world.

*F*or more than a century, Barnard has been graduating women with analytic sophistication, a global perspective, civic spirit, and the ability to bring people together for the common good. They are leading, whether in an office, a classroom, a courtroom, a lab, or at home. Barnard's alumnae are in the forefront of efforts to build and shape a better world. For example, these Barnard New Yorkers are setting the pace: Chief Judge Judith Kaye '58 at New York State's highest court; Anna Quindlen '74 and Alexis Gelber '79, both at Newsweek; museum presidents Ellen V. Futter '71 at the American Museum of Natural History and Elsie Crum McCabe '81 at the Museum for African Art; Phyllis Grann '58, vice chair of Random House, Inc.; entrepreneur Martha Stewart '63; Sheila Nevins '60, executive vice president of original programming at HBO; dancer and choreographer Twyla Tharp '63; singer/songwriter Suzanne Vega '81 . . . the list goes on, and continues to grow. Barnard's 28,000 alumnae, including more than 12,000 in the greater metropolitan area, exert an influence far beyond what their numbers alone would suggest.

STRONGER CONNECTIONS TO ALUMNAE

Over the last seven years, Barnard has made it a priority to strengthen the relationship between alumnae and the College, to build the alumnae community, and to find new ways to bring together alumnae and current students. New programs reach alumnae at all stages of their lives, promoting more productive student/alumnae ties and bringing alumnae back to campus. The new Sophomore/Alumnae Mentorship Program teams students together with alumnae of similar interests, offering students looking ahead to their careers the benefits of professional and academic experience and advice.

For alumnae who graduated in 1955 or earlier, luncheon lectures by Barnard faculty have become an ongoing event. "Smart Women/Smart Money" panels disseminate the money management expertise of alumnae in finance, and Barnard Business & Professional Women promotes critical career networking. Over the last year, the College's Web site has offered alumnae the ease and access of communications and services on-line, and the College's magazine is being improved with a new design and new editorial features.

MICHELANNE ROTHROCK, Class of 2002



Michelanne Rothrock, a psychology major from Fairbanks, Alaska, is on intern for the Poyne-Whitney

Psychiatric Institute of New York Presbyterian Hospital. She is working on a research project that focuses on the

diagnosis and treatment of posttraumatic stress disorder in burn victims. The most severely burned World Trade

Center victims were sent to the burn unit on which Michelanne works. Since September 11, she has worked closely

with several of these patients, and she has also begun organizing art therapy groups for children of firefighters who

died as a result of the attack.

Her internship includes administering questionnaires to patients, usually within the first few weeks of their

hospitalization, to determine their psychological state. She is also conducting research on burn victims of acci-

dents, assault, and terrorist attacks. The results will be incorporated into her senior thesis.

Michelanne plans to pursue a career as a psychiatrist, and will spend the year after graduation in Paris

volunteering at a psychiatric hospital before preparing for medical school.

BEYOND CAMPUS

For our students, New York is an extension of the College's curriculum. More than ever before, students can be found doing the field research required for an increasing number of courses, including studies of New York's ethnic communities, analyses of its tidal basins, and examination of its grass-roots politics.

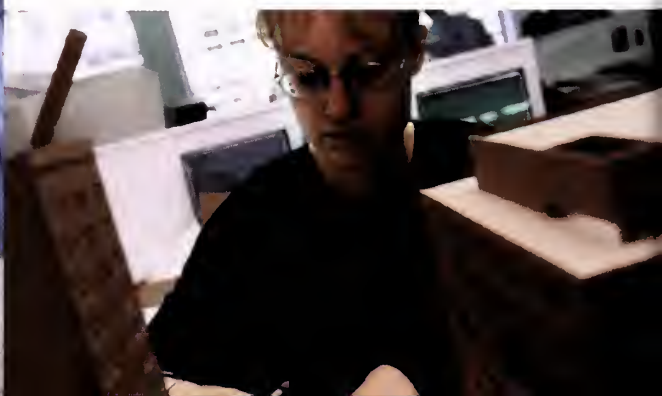
Enhanced internships

New York is also an introduction to the world of work. Through Barnard's extensive internship program (more than 2,500 internships are currently available), students are enhancing

their studies and getting a jump on their careers. Three out of four Barnard students undertake at least one internship before graduation. Kate Miltner '02 interned in the Polling Unit of ABC News where she helped design polls administered by ABC News/*Washington Post* pollsters and prepared articles analyzing polling data for ABCNews.com. Katherine Logan McBride '04 initiated projects to help adolescent girls incarcerated at the Bridges Maximum Security Juvenile Detention Center. She started a book group, created a magazine designed by the girls, and wrote a booklet for adolescents



Left: Meredith Schwarz '04 teaches ice skating at a Harlem rink and helps the students develop good study skills. **Below:** Mallie Atwater '01 interned at Mitchell Giurgola Architects, where she built models and did computer-aided design, an experience that led to a job at a design firm.





*The Barnard Summit: Women, Leadership and the Future drew over 1,000 guests to Barnard. **Left:** A Summit panel moderated by trustee Fran Rodgers '67 discussed *The Future of Women in Business*. **Center:** President Judith Shapiro is flanked by "Washington Week" moderator Gwen Ifill and Massachusetts Governor Jane Swift. **Right:** Former U.S. Attorney General Janet Reno.*

about the criminal justice system. Ruo Hong Zhai '03 used magnetic resonance imaging (MRI) and immunocytochemistry in her study of the effects of Alzheimer's disease on the human brain and cerebral aging, during an internship at Mount Sinai School of Medicine. Supporting students who dream of starting their own businesses, the Kauffman Entrepreneurial Internship Program is linking them to local entrepreneurs who give students practical advice on creating their own business plans.

Effective service

More than 40 percent of Barnard students are involved in community service, building connections between the College, its Morningside Heights neighbors, and more distant communities. Many Barnard students tutor in after-school programs and volunteer in parks, hospitals, and food pantries. In the last five years, sponsored public service internships have allowed students studying abroad to work for organizations including the Capetown, South Africa Rape Crisis Center and a family planning clinic in India. Following September 11, 2001, Barnard students organized fund-raising and toy drives for the families of victims, assisted local businesses hurt by the tragedy, and served food to hundreds of rescue workers at Ground Zero.

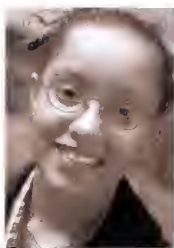
OUTSTANDING PUBLIC PROGRAMS

New York City's first secular institution to award women the liberal arts degree, Barnard continues to serve as a center for the discussion of issues women face in their life and work. During the last year alone, three major conferences and the 30th anniversary celebration of the Center for Research on Women underscored Barnard's strategic role in linking scholarship and public life.

Summit on Women

In October 2001, the Barnard Summit: Women, Leadership and the Future brought together over 1,000 audience members and an exceptional group of panelists. Speakers included the first woman attorney general of the United States Janet Reno, founder of the Children's Defense Fund Marian Wright Edelman, managing director of the World Bank Mamphela Ramphele, and Massachusetts Governor Jane Swift. With lively and substantive discussions on women and leadership, the family and community, the future of women in business, and lessons from abroad, the Summit featured provocative discussion. News of the Summit appeared in publications including *The New York Times*, the *Chicago Tribune*, and *TimeOut New York*. Barnard and the Families and Work Institute will produce a report on the Summit that will capture and extend the discussion and make it available to an even wider audience.

SUGENI PEREZ, Class of 2001



Sugeni Perez is always finding ways to better the world. Combining an urban studies and psychology major, she broadened her experience through internships and community work—researching sudden infant death syndrome, translating for Spanish-speaking patients, and raising funds for countries hit by natural disasters. Perez, who grew up in New York and the Dominican Republic, founded the campus Latina group Mujeres. For her senior thesis on Alianza Dominicana, an important Dominican community service organization, she interviewed the group's president, who was so impressed with Sugeni's experience he offered her a job on the spot. Since graduating, she has directed a program for Teens Against Tobacco Use, and assisted families devastated by the World Trade Center tragedy and by a recent plane crash killing several hundred Dominicans. Honing her skills to help new immigrants navigate the social welfare and legal systems, she is planning to enter a J.D./M.P.A. program to eventually practice immigration law.

In addition, those well beyond the campus will have the opportunity to experience the Summit when it is broadcast on public television in fall 2002.

Also in October 2001, the newly-conceived L.A. Forum drew 300 Barnard parents, alumnae, applicants, families, and friends to the home of Barnard parent and art collector Michael Rubel. Rubel and panelists Stephanie Barron '72, vice president and senior curator at the Los Angeles County Museum of Art, and Joan Snitzer, senior lecturer in art history at Barnard, offered fresh insights on the role of art in society.

Center for Research on Women

For 30 years, Barnard's Center for Research on Women has fostered dialogue between feminist scholarship and activism. One of the first women's centers in the country, it continues to play a significant role in Barnard's mission as a women's college, facilitating connections between the Women's Studies Department and other academic departments. Recent programs have included Women Seeking Justice, Human Rights Forum, The Public Intellectual, and Feminist Futures.

A major initiative undertaken with the Center's cooperation is The Ingeborg, Tamara, and Yonina Rennert Women in Judaism Forum, which was established in 1998 to promote the

Below: At the 30th anniversary celebration of the Center for Research on Women, keynote speaker June Jordan, the Center's first Reid lecturer, chats with Barnard President Judith Shapiro. **Right:** The Barnard Center for Toddler Development, overseen by the Psychology Department, plays a dual role as a research center and home for toddler socialization programs.



understanding of the complex role of women in Judaism today and throughout history. Under the Rennert Forum's sponsorship, courses such as Jewish American Women Writers and The Jewish Woman: Some Historical and Cultural Perspectives and lectures by prominent scholars and writers have brought some of the liveliest voices and ideas on Judaism and feminism to campus.

Center for Toddler Development

Barnard's relationship with its community begins early. The Barnard Center for Toddler Development, established in 1973, is a unique resource for families and for Barnard students and faculty. One of the first programs in the nation to focus exclusively on the toddler years, the Center, which is based in Barnard's Department of Psychology, is designed to be a first school experience for toddlers and families, to give undergraduates an opportunity to work closely with young children and experienced teachers, and to contribute to early childhood research.

The Center's ongoing study of the ways parents influence a young child's early peer relationships has added important insights to the field of developmental psychology. Extending its research beyond the campus, the Center is conducting a study of children who live in the vicinity of the World Trade Center site to see how they are adjusting in the aftermath of the September 11 tragedy and to assess what has changed for their parents.

Guiding parents through the toddler years is the Center's longtime associate director, Patricia Henderson Shimm, who offers parenting advice through popular classes and through her book *Parenting Your Toddler*.

The Center's reputation among families throughout New York is so strong that it receives hundreds of applications a year. Recent fund-raising initiatives led by parents are helping to ensure the Center's continued success.

Partnerships for education

Barnard's strong commitment to educating young women includes encouraging and supporting the aspirations of high school students in the city. Through two special precollege programs, the Science and Technology Entry Program (STEP) and the Liberty Partnerships Program, Barnard provides academic enrichment and practical assistance to middle and high school students at risk economically or academically. The 150 students who are part of the Liberty Program take classes that help them complete their secondary education and go on to college. Over the past seven years, enrollment in Liberty has increased by 25 percent, and new services have been added, including an after-school internship program, a computer mini-lab, and an awards program for high school seniors going on to college.

STEP brings 50 motivated and disciplined 9th- through 12th-grade girls and boys to

A Positive Impact

On Saturdays from early November to late March, the New York Life Girl Scout Scholars Program brings over 600 New York City girls to Barnard classrooms. Many of these preteen and teenage students are from families in which no one has a college degree. At Barnard they take classes ranging from Architecture and the Urban Landscape to Green Light Go, a step-by-step guide to the college application process. The classes are specially designed to develop the girls' skills and incipient talents, build their familiarity with new technology, nourish their commitment to community service, encourage them to consider career possibilities, and most important, set them on the road to a college education. "It's an experience the girls will remember forever," says Susan M. Greenbaum, executive director of the Girl Scout Council of Greater New York. "In Barnard's collegiate atmosphere, the girls begin to see their own potential and learn how they can positively shape their futures."

SALIMA JONES, Class of 2003



Growing up in the gray concrete environment of Brooklyn's East New York section, Salima Jones was allergic to trees and grass—until, through the Prep for Prep Nine program, she attended Middlesex School in Concord, Massachusetts. Now, at Barnard, she is an urban studies major with a concentration in environmental science.

Off-campus, for the Local Development Corporation of East New York, she has organized a program in which families for \$7 a week buy subsidized shares in a farmer's harvest—and get fresh fruits and vegetables delivered.

Pursuing another passion, she plays key roles in the African Women's Repertory Theater of Harlem.

Salima has great dreams for her old neighborhood. "I hope to create a local institution that focuses on environmental and health education and expression in the arts," she says. "I want to build an awareness among the residents of East New York of the options they have to improve their quality of life."

Barnard each Saturday during the school year and for five weeks during the summer for enrichment classes in math, science, and English. Targeting historically underrepresented or economically disadvantaged high school students interested in science, or in technical and health-related fields, STEP offers college preparatory courses and college tours. Ninety-five percent of STEP students go on to college—including Barnard, Columbia, Yale, RPI, state colleges, and many others.

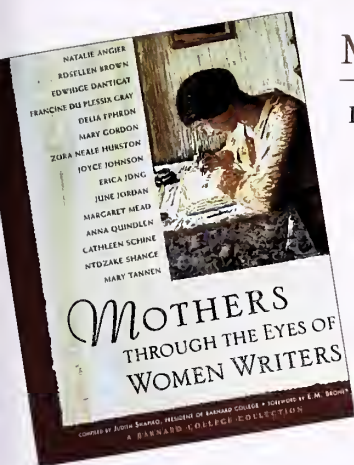
Another success story is that of Barnard and the Higher Education Opportunity Program (HEOP). Barnard was the first liberal arts college to join HEOP more than 30 years ago, offering support services to meet the needs of students who are economically disadvantaged.

Admission to Barnard under HEOP is highly competitive, and students attend a rigorous six-week summer program preceding their first year at the College. The success of the HEOP program at Barnard is measured by the hundreds of talented and motivated students who have entered graduate programs and have established successful careers.

Improving education at public schools in the United States one teacher at a time is the goal of the Institute for Urban Education (IUE), a pioneering initiative established with Barnard's guidance. Started in 1993, the Institute was designed by the director of Barnard's Education Program, Susan Riemer Sacks, together with the Consortium for Excellence in Teacher Education. Today, Barnard's Institute for Urban

Below: As part of the highly successful Higher Education Opportunity Program (HEOP), economically disadvantaged students attend a six-week summer program before their first year at Barnard. **Right:** Natalie Buchinsky, a student of the Bronx High School of Science, took top honors at the 10th Barnard/CBS Essay Contest with an essay about her grandmother, a Holocaust survivor.





Mothers through the Eyes of Women Writers

In *Mothers through the Eyes of Women Writers: A Barnard College Collection*, 29 Barnard graduates—including Natalie Angier '78, Anne Bernays '52, National Book Award-nominee Edwidge Danticat '90, Mary Gordon '71, Zora Neale Hurston '28, Erica Jong '63, June Jordan '57, and Pulitzer Prize-winner Anna Quindlen '74—offer perspectives on motherhood. The collection was inspired by essays submitted by high school eleventh-grade girls on the topic "A Woman I Admire." Edited by President Judith Shapiro, the collection was originally published in hardcover in 1998 and reissued in paperback in 2001.

Education attracts students from Barnard, Columbia, and elsewhere for an intensive spring semester in residence where coursework in teaching methods and urban education is combined with classroom experience. Participants prepare for future careers in education by working with selected public school teachers, co-teaching lessons, coordinating after-school ecology clubs, and implementing an environmental curriculum specially prepared for the Institute.

Barnard, which has given the world so many celebrated writers, acknowledges young talent each year through the Barnard/CBS Essay Contest. A record 624 eleventh-grade girls from 74 public high schools in all five boroughs of New York entered the contest in 2001. Judged by an illustrious group of Barnard alumnae writers and faculty, the contest winners are honored at a campus ceremony each spring. Their essays on the topic "A Woman I Admire" inspired the publication of *Mothers through the Eyes of Women Writers*, a collection of essays authored by many of Barnard's most notable alumnae writers, including Zora Neale Hurston '28, Mary Gordon '71, Natalie Angier '78, Erica Jong '63, Edwidge Danticat '90, and Anna Quindlen '74. Past contest winners are also represented in the collection, which is edited by President Judith Shapiro.

The Barnard Annual Awards Dinner

For the past 15 years Barnard has honored the most influential members of the nation's business community for their civic and professional achievement. The heart of the Awards Dinner is the support pledged by corporations and business leaders for scholarships that allow Barnard to stay true to its historic mission of remaining open to all qualified young women, regardless of their financial means. The 2001 dinner raised a record \$1.3 million for financial aid. The event honored Charles Lee, chairman and co-chief executive officer of Verizon, and Martha Stewart '63, the first Barnard alumna to receive the College's prestigious Iphigene Ochs Sulzberger Award. Stewart told the audience, "At Barnard, I really learned how to corral my curiosity and direct it in many areas of study. My motto is learn something every day, because you can't teach if you don't learn."

INCREASING MEDIA PRESENCE

Barnard's popularity, its distinctive mission, its innovative programs, and its faculty have been increasingly recognized by the national print and broadcast media in recent years. The intense interest among students in Barnard has been noted by publications including *The New York Times* and *USA Today*. The innovative first-year seminar program *Reacting to the Past* has been the subject of articles in *The Chronicle of Higher Education* and *Lingua Franca*. In the past few years, Barnard has been called: one of 10





Left: The rooftop of Barnard's Sulzberger Hall offers great views of the city. Similar views can be seen from many student suites. **Above:** A place in which conversations extend beyond the classroom, Lehman Lawn helps define Barnard as an urban oasis.

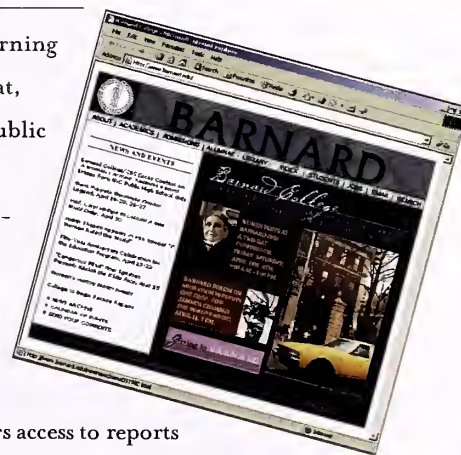
"doctoral dynamos" by *The Christian Science Monitor*, one of the best colleges for women athletes by *Sports Illustrated Women*, one of the best colleges for Asian Americans by *A Magazine*, and one of five "right schools for you" by *CosmoGirl*. President Judith Shapiro, often sought for comment on issues of higher education, has been interviewed for *CBS Marketwatch*, *U.S. News & World Report*, and *New York 1*, and had opinion pieces published in *The New York Times* and *The Chronicle of Higher Education*. Students have been profiled in *Essence*, featured in *The Daily News*, had their dance concerts

reviewed by *The New York Times*, and spoken at town meetings organized by MSNBC and other networks. And in a natural extension of their research, the College's faculty members are regularly sought out for expert commentary on issues ranging from the future of Afghanistan to the intricacies of knot theory by newspapers across the country including *The New York Times*, *USA Today*, *The Wall Street Journal*, and by local and national broadcast media including ABC, CBS, CNN, Fox News Network, NBC, and Oxygen Network.

The Web Site

In addition to its pedagogical functions (discussed in the Teaching and Learning section of this report), Barnard's Web site sets out a vast virtual welcome mat, enhancing the College's outward profile in the realms of admissions and public affairs, while providing a useful destination for Barnard's alumnae.

The digital site has also been used for an increasing number of administrative functions. On campus, an intranet portal called eBear enhances communication among faculty, students, and staff, allowing students and faculty quick access to degree audit and registration information, and enabling students to view their transcripts directly from their computer and check routinely on the status of their bills. It also gives faculty and staff members access to reports on departmental expenses, freeing them from a past reliance on monthly hard-copy budget reports.





The Barnard campus is an urban oasis—beautiful, imposing, and compact. Especially treasured are the College’s historic, architecturally distinguished buildings; the venerable Milbank Hall, for example, is now over 100 years old. But aging gracefully takes a lot of work, requires a clear focus on priorities, and draws on many resources.

In 1994, as Barnard approached its second century, the campus exhibited severe cracks—literal and physical—in buildings, grounds, and infrastructure. Thus began a period of continuous reassessment and renewal of all facilities, accompanied by an unprecedented fund-raising campaign to cover the high costs of maintenance and modernization. And a great deal has indeed been accomplished in these past seven years.

First, a facilities management consultant helped identify the most pressing priorities. Concurrently, in a separate but related effort, the College formulated a five-year Information Technology Plan. And by 1997 Barnard had embarked upon the most ambitious capital improvement program in its history.

Now, in 2002, at a cost of approximately \$34 million, the results are everywhere, of every

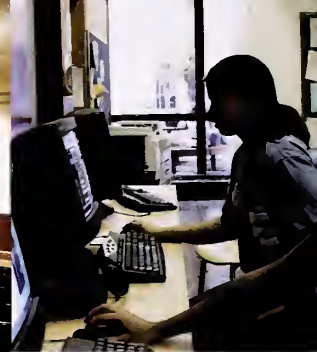
type—from the rooftop (the Arthur Ross Greenhouse atop Milbank) to the ground below (the outdoor plaza joining Altschul and McIntosh), from the prosaic (improved plumbing in renovated residence halls) to the extraordinary (“smart” lecterns in state-of-the-art classrooms).

HIGH-SPEED ACCESS

One significant change is not visible to the naked eye. In the past seven years, virtually every room on campus—be it dorm room, classroom, laboratory, or office—has been connected to the campus network and to the Internet. The necessary wiring and equipment were initially installed over five years ago, at a cost of over \$750,000. And last summer, at a cost of nearly \$400,000, the entire infrastructure of wiring and other hardware, including more than

New Beginnings

A comprehensive facilities renovation program begun in 1997 has touched almost every corner of Barnard’s four-acre campus, with results that have improved the quality of teaching and learning as well as, more generally, the quality of campus life. Among the work completed: renovated science facilities in areas including environmental sciences and psychology; completion of a high-speed digital infrastructure; new “smart” classrooms equipped with audiovisual technology; improved student computer labs; and beautifully renewed public spaces. But that is only the beginning: a master planning process now under way will guide the College in its next phase of growth and help determine how to make the campus—long known as an oasis of beauty on Broadway—a more fully integrated environment for learning, living, and working.



Left: New, climate-controlled quarters for the Barnard archives protect valuable historical materials frequently consulted by researchers. **Center:** The elegantly restored Julius S. Held Lecture Hall, made possible by alumnae generosity, including a leadership gift by trustee Virginia B. Wright '51, has facilities for multimedia presentations. **Right:** New computers in McIntosh Center get frequent use from students.

3,500 network jacks, was upgraded to provide high-speed access. Simultaneously, the College created the infrastructure for campus-wide wireless communication to supplement the wired network.

A GUIDED TOUR

As for more immediately perceptible changes, a brief guided tour highlighting several completed projects should provide an idea of how far Barnard has come.

Upon entering the main gate, the first stop is Barnard Hall, where a beautifully restored exterior and main lobby offer a majestic welcome. The attention to detail and homage to the building's distinguished past are evident everywhere; the lighting fixtures, for example, are reproductions of the 1920's originals.

On the first floor of Barnard Hall, the refurbished, air-conditioned Ethel S. LeFrak '41 and Samuel J. LeFrak Gymnasium plays host to large public events, and practice sessions of the women's varsity teams and men's varsity basketball team. Upstairs, Room 306 has been transformed into the Julius S. Held Lecture Hall, a handsome, 250-seat multimedia class-

room, with funding from Virginia Bloedel Wright '51 and other alumnae and friends.

The rest of the third floor, designed especially for the Architecture and Art History departments, is itself a work of art. With special track lighting, the hallway has become the Barbara Novak '50 Gallery, named in honor of Barnard's beloved professor emerita of art history. This showcase for student and faculty work in architecture and the visual arts was made possible by a gift from one of Professor Novak's former students, art historian and curator Ella Foshay (Columbia Ph.D. '79). Lining the hallway gallery are an art studio renovated with a gift from Barnard parents Ronnie (a former trustee) and Samuel Heyman, an architecture computer lab, and the Edith Achilles '14 and Frances Mulhall Achilles '45 Classroom, where faculty and students use a digital lectern to project images onto automated screens.

Outdoors, fresh plantings of rhododendron, boxwood, laurel, taxus, and andromeda border the Quad's newly restored Arthur Ross Courtyard, where an artfully designed stone and brick path guides foot traffic between Hewitt and Reid and protects the young lawn's rich green sod. On the first floor of Hewitt,

Right: Barnard Hall lobby, restored to period with a gift from Ethel S. LeFrak '41 and Samuel J. LeFrak, is now a handsome gateway to the College.



the new student service corridor is home to Disability Services, Well-Woman, and other essential programs, while across the courtyard, Reid's elegantly refurbished lobby and Marion Weber '39 Living Room offer comfort and much-needed community space. Meanwhile, community space of the virtual kind is available in Lehman, where the enlarged and updated computer center provides students and other qualified users with over 30 Internet-linked workstations from 9 a.m. until midnight daily.

Also in Lehman is the new home Barnard has built for its archives. The massive transfer of documents from the old space was as formidable a task as the renovation itself. Eight hundred linear feet of boxed records, 100 linear feet of books, and 13 vertical file cabinets were moved twice, first to temporary quarters, then to Room 23, the completed new center. While only a tiny minority of colleges and universities properly preserve their printed heritage, Barnard has joined the select few in protecting its archives with 24-hour climate control. The pleasant renovated space is also enhanced by compact shelving and UV-filtered fluorescent lighting.

On the library's third floor sits the brand new Sloate Media Center, the gift of trustee Laura Sloate '66. This air-conditioned facility doubles as a classroom and digital audio/video recording studio with adjoining production room. Its cutting-edge features include an especially

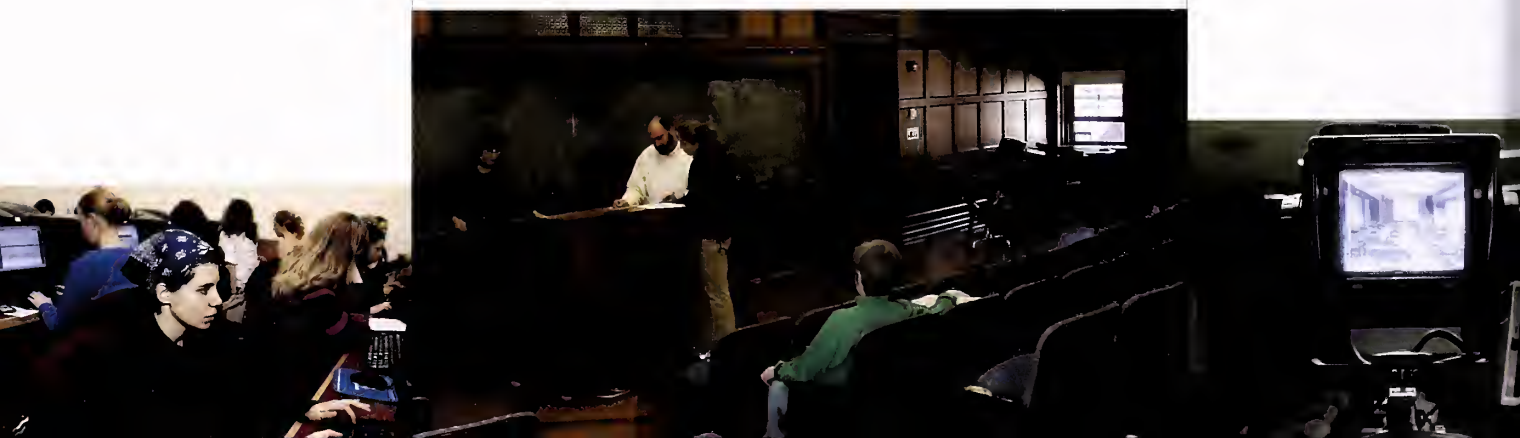
"smart" lectern (controlling an automated screen and an array of audiovisual components), overhead microphones, powerful speakers, soundproof wall and window coverings and carpeted floor, backdrop curtain for use in taping, and cable hookup to AOL Time Warner and to SCOLA international educational programming.

"This project presented a special challenge," said Carol Reznikoff, the project manager who oversaw construction. "The building is made entirely of concrete, so we had to break through extremely dense floors and ceilings to install the new wiring and lighting."

Such are the hurdles Barnard has overcome in preserving 19th- and mid-20th-century buildings while preparing them for optimal use in the 21st century. The Sloate Media Center will be used by a broad constituency—by music and dance students to review their performances; by Barnard and Columbia faculty to record and broadcast lectures; by the Women's Center to record programs; and by student clubs in myriad and as-yet-unforeseen ways.

Next door in Altschul, a visionary project has created new space for the College's science departments and new laboratories for research in chemistry, environmental science, physics, and neurobiology. In the neurobiology teaching lab, the site of courses in neurobiology, animal physiology, and physiological psychology, students are able to perform sophisticated data analysis

Left: Five student computer labs allow students to access the Internet and complete course work. Center: The Krueger Lecture Hall, a gift of trustee Canstance A. Krueger '53 and her husband Harvey, is one of six new "smart" classrooms. Right: The Sloate Media Center, the gift of trustee Laura Sloate '66, provides state-of-the-art digital media tools for students and faculty.



and record the electrical activity of individual cells right at the bench. According to Paul Hertz, Ann Whitney Olin Professor of Biological Sciences, this facility "provides a model for how all science labs will eventually be configured."

The rebuilt plaza adjacent to Altschul provides new opportunities for comfortable open-air seating and is now properly engineered to prevent storm leakage to the space below. Across the plaza sits the redesigned, expanded upper level of McIntosh, where an attractive café and computer-equipped lounge have filled a chronic need for a social hub where students and other members of the Barnard community can congregate at any time of day.

Steps from McIntosh, lush landscaping and benches make Milbank's redesigned courtyard a perfect outdoor gathering spot, thanks to a gift from the Arthur Ross Foundation.

In Milbank, the brightly renovated third floor now holds substantially improved facilities for the Math and Sociology departments, while on the fourth floor, the Psychology Department boasts an all-new integrative neuroscience research laboratory, a modernized developmental research facility, a new teaching laboratory, and a refurbished faculty suite. Also on that floor, Room 405 is now the Krueger Lecture Hall, a gift from trustee Constance A. Krueger '53, refurbished with elegantly detailed

cherry paneling and wired with the latest in multimedia digital technology. Cork tiling enhances the acoustics, and stepped seating provides a clear sight line from every seat.

"I am able to project a music score on screen while we listen to the piece on CD—and it's all at the touch of a finger," says Gail Archer, director of Barnard's music program and conductor of the Barnard-Columbia Chorus and Barnard-Columbia Chamber Choir.

From Milbank's fourth floor, one of the campus's new elevators ascends to the Arthur Ross Greenhouse, where high-tech cultivation systems play a crucial role in the College's innovative, widely acclaimed biological sciences curriculum. The greenhouse is also the perfect place to stop, look out at the changed campus, and look ahead to the future. A number of exciting new projects are in the planning stages or are already under way. Among them are the modernization of the College's largest lecture hall, Altschul's Lehman auditorium, with funding from The Overbook Foundation and Barnard trustees Myra H. Monfort '60 and Evelyn Langlieb Greer '70; the transformation of Hewitt Hall's Deanery into the Diana T. Vagelos '55 and P. Roy Vagelos Alumnae Center; and the construction of the Rosemary F. Furman '58 Counseling Center on the ground floor of Hewitt Hall.



Left: Barnard has a new alumnae center thanks to a \$2 million gift from former Barnard trustee Diana Tauliatou Vagelos '55 and her husband P. Roy Vagelos. Just completed, the center is located in the Deanery, the residence of Dean Virginia Cracheran Gildersleeve for 21 years.

Right: A generous gift from Richard and Rosemary F. Furman '58 is allowing the development of a counseling center in her name that will expand Barnard's excellent student support services.

Barnard has made tremendous strides in the past seven years to strengthen its financial foundation so that it can fulfill its bold aspirations for the future. The College completed a highly successful campaign, raising more than three times the amount raised in its previous campaign; more than doubled its endowment; reduced the amount it spends from endowment earnings; and improved the income from its investments. These fund-raising efforts and new financial planning and implementation policies, together with a favorable financial economy in the nineties, have all worked together to Barnard's advantage. While not immune to the current recession, the College has seen major growth in its resources and in its ability to maintain and grow these assets. Today the College is in a sound position fiscally and committed to a course of action that will prepare it to meet current and future challenges, including a fluctuating economy, competition for faculty and students from peer institutions, and the need to keep pace with expensive and rapid technological advances.

A SUCCESSFUL CAMPAIGN

The Barnard Campaign, which began its second phase in 1994 and successfully concluded in June 2000, raised \$162.9 million for financial aid, faculty support, facilities improvements, information and technology, and unrestricted purposes. Thanks to donors' gifts, a total of \$63.4 million was added to the endowment to benefit the College in perpetuity. Moreover, the Campaign dramatically raised Barnard's profile within its constituency and inspired increased support through annual and capital giving, which will be the basis for future fund-raising efforts. Cash contributions to the College, almost \$19 million in 2001, are more than double what they were in 1995 (see Figure 1). Gifts to the Annual Fund have grown from \$2 million in 1994 to \$3.7 million in 2001 (see Figure 2).

Alumnae participation—the percentage of alumnae who make gifts each year to the College—has grown significantly, from 28 percent in 1994 to 36 percent in 2001 (see Figure 3). Although participation and annual giving both experienced dips after 2000, this is a normal occurrence following a campaign, and giving is on the rise again.

Gifts to the Campaign endowed six new faculty chairs, providing funding in perpetuity for these positions and serving as inspiring testimonials to the donors' confidence in the College. The establishment of more than 160 new permanent funds, coupled with a slight decline in the student need for financial aid, similarly brightened the financial aid picture. In addition, since 1998, Barnard's Annual Awards Dinner has raised over a million

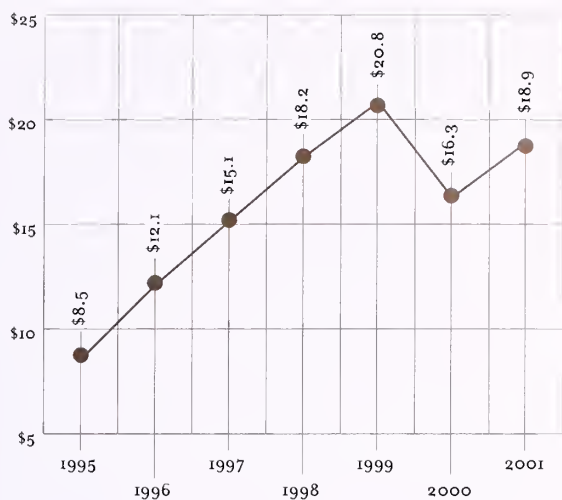


Figure 1. Total Cash Contributions (in millions):
Fiscal Years 1995-2001

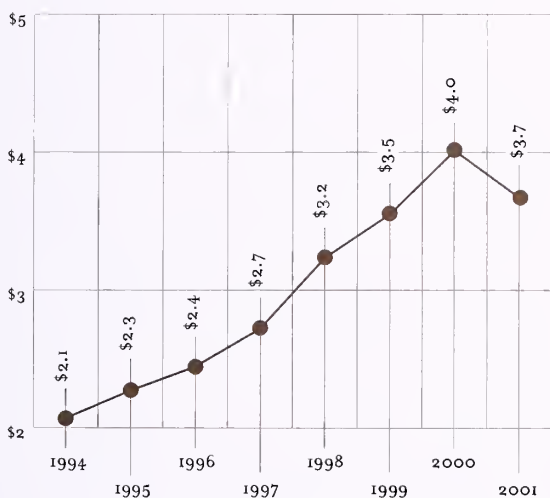


Figure 2. Annual Fund Gift Receipts (in millions):
Fiscal Years 1994-2001

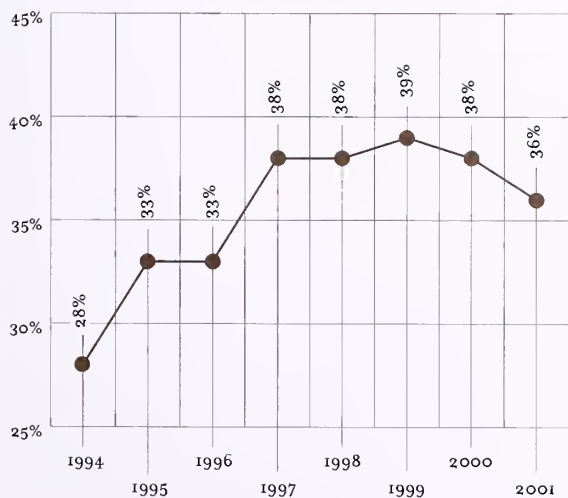


Figure 3. Alumnae Giving Participation Rates:
Fiscal Years 1994-2001

dollars a year from corporate and individual donors, more than twice as much as any previous dinners. Barnard's steadfast commitment to admitting qualified students regardless of their ability to pay and meeting their needs through grants and loans ensures that students bring to the College a rich mix of personal experiences and points of view that enable them to learn from each other as well as from their professors.

A GROWING ENDOWMENT

Thanks to generous gifts from alumnae, parents, and friends, and to policy changes, Barnard's endowment more than doubled from 1994 to \$138 million as of June 2001 (see Figure 4). Over the six years immediately preceding fiscal year 2001, the average yearly return on the endowment was approximately 14 percent. By establishing a new policy of spending less per year from its endowment income, altering investment strategies to improve the return on endowment, and leveraging Barnard's debt, trustees and administrators have brought Barnard closer to financial equilibrium. From a spending rate of 6.56 percent in the early nineties, the spending rate has gone down to approximately 5 percent today. In 1994, Barnard's investments were almost equally divided between fixed income instruments and equities. Over the course of the next few years, the policy was changed to take advantage of a strong market and, by 2001, 59 percent of the College's investments were in equities, 36 percent in fixed income instruments, and 5 percent in alternative investments (see Figure 5). The trustees have recently been reviewing the mix of investments in Barnard's portfolio to examine ways of providing even greater diversity in its holdings and to take advantage of opportunities that have historically proven less susceptible to significant market changes.

The College incurred significant debt for the construction of Sulzberger Hall, which opened in 1989 to make the College for the first time in its history a totally residential community. A \$30 million bond issued through the Dormitory Authority of the State of New York in 1996

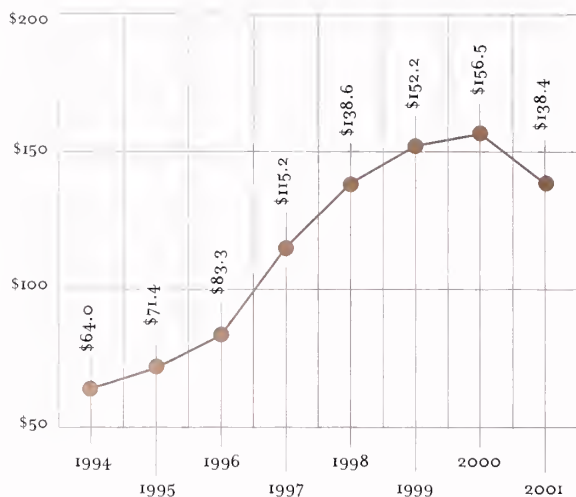


Figure 4. Change in Market Value of the Endowment (in millions): Fiscal Years 1994-2001

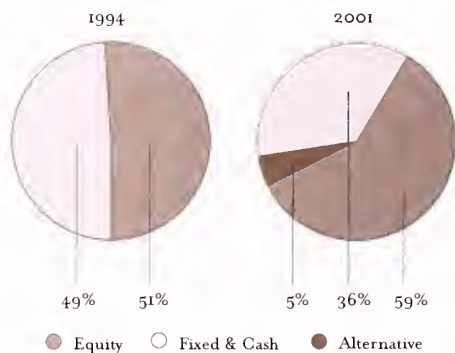


Figure 5. Endowment Allocation: 1994 Compared to 2001

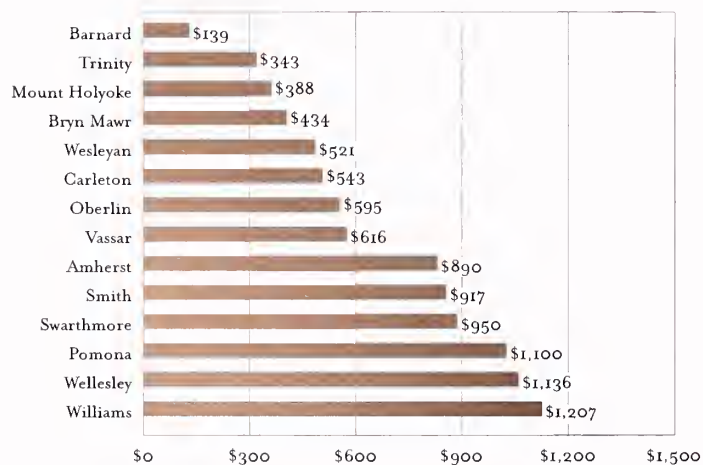


Figure 6. Endowment Comparison (in millions) with CofHE Colleges: Fiscal Year 2001

not only reduced the interest payments on the Sulzberger Hall debt, but also made it possible, with the additional help of generous donor support, to fund much-needed capital projects that have transformed Barnard's campus. Altogether, the College has spent about \$34 million on facilities modernization in the last four years, refurbishing residence halls and communal areas and creating technologically sophisticated and attractive new spaces for teaching and research. (See Modernized Facilities, page 39.)

In Barnard's most recent financing, the College's lenders and bond insurers made particular note of Barnard's financial strength and its ability to produce very positive operating results that have now yielded 22 consecutive years of balanced or surplus budgets. The fact that all of Barnard's bonds were purchased within one business day confirmed the public's high confidence in the College's long-term financial viability.

FINANCIAL SECURITY FOR THE FUTURE

In recent years Barnard has experienced the strongest financial security in its 113-year history, but there is much to be done to ensure that it continues to thrive and fulfill its enormous potential. One major obstacle is the size of the endowment, which despite substantial gains still lags far behind those of our peers and major competitors (see Figure 6). A bigger endowment would offer the flexibility to fund curricular innovations, provide faculty members with the salaries they merit and the technology they need to do their teaching and mentoring, and generate more funds for the financial aid that makes Barnard a viable option for the most talented and motivated young women. Other challenges include shrinking federal and state aid and continuing upward pressure on costs. Through careful stewardship of current resources and working in partnership with its ever-growing constellation of generous alumnae and friends, Barnard will be prepared to assume an even greater role in educating women who will make meaningful contributions to a complex and increasingly interdependent world.

BUILDING ON THE
BARNARD ADVANTAGE

{a plan}

*From its current position of strength,
Barnard will seize the opportunity
to make a major leap forward.*



BARNARD

In the world of American higher education, Barnard College is unique. A conjunction of factors sets it apart, both in character and potential, from any other college or university in the country. Barnard offers bright young women a combination that no other institution can provide: a residential liberal arts education from an institution steadfastly committed to the advancement of women, with full access to the resources of a major Ivy League research university and the abundant benefits of a location in the heart of New York City.

A distinctive educational culture emerges at this rich juncture. Barnard undergraduates learn to live and flourish in interlocking communities that expand out from the classrooms, laboratories, faculty offices, and residence halls of the campus to the facilities and graduate school courses of Columbia, to the cosmopolitan, culturally diverse worlds of New York City, and to other societies brought near by study, travel, and multimedia technologies.

Barnard's special attributes act as a magnet for exceptional students and faculty alike, and the two groups come together in an intensely rewarding intellectual partnership. The teacher-scholars of Barnard, who are the peers of a research university faculty, are, at the same time, dedicated mentors to undergraduates. Their students learn to ask difficult questions, move into uncharted academic territory, become intellectually independent, and express themselves with force and precision.

Academic advisors and student life professionals assist students in a highly personalized manner, in a campus community that is especially supportive of the advancement of women. Students constantly have before them strong and successful women—be they alumnae, faculty, or

staff—who have constructed their personal and professional lives in a wide variety of ways and can serve as important sources of experience, wisdom, and encouragement. The men of the Barnard community—faculty, staff, trustees, and friends—also have a strong commitment to the College's mission, and thus contribute significantly to how Barnard students view the possibilities for relationships between women and men. Meanwhile, a four-year immersion in urban life and a strong campus tradition of civic service foster in students a deep understanding of social issues and a commitment to the betterment of society as a whole.

These galvanizing forces, set in a culture that prizes ambition and independent thinking, create what the campus community has come to see as the Barnard Woman: accomplished, savvy, resourceful, focused on and knowledgeable about the major issues of our times, able to navigate her way through complex situations, ambitious, and, at the same time, compassionate. The quality of this transformation and the overall impact of a Barnard education are perhaps best expressed by Pulitzer Prize-winning author Anna Quindlen '74, who says of her college years, "I majored in unafraid."

Since 1994, the College has attracted many outstanding scholars to its faculty, modernized facilities throughout the campus, built a digital infrastructure, dramatically strengthened its admissions profile, improved relations with Columbia University, and substantially fortified its financial foundations.

Applications are at a historic peak after rising 122 percent in eight years; in 2001, the number of applications exceeded 4,000, a figure matched by no other women's college. In 2001, Barnard also received more applications from women than any of the nation's most selective coeducational liberal arts colleges. Selectivity, a measure of the percentage of students admitted from those who apply, has been steadily increasing, and in 2001 stood at a record 33 percent.

The generosity of trustees, alumnae, and friends has helped to nearly double the endowment, bringing it to approximately \$138 million, while annual giving has increased dramatically. At the same time, the most ambitious renovation and modernization program in the College's history has addressed basic infrastructural needs, expanded technological capacity, improved academic and residential facilities, and made a number of important common spaces more comfortable, functional, and attractive.

Relations with Columbia University now reflect a better sense, on both sides of Broadway, of the value of the partnership between the two institutions. Evidence of this positive change can be found in the term and contents of the current Intercompany Agreement, and in improved cooperation in areas such as course offerings and faculty appointments.

NEW CHALLENGES AND OPPORTUNITIES

The College's improved strength is set against a backdrop of challenges.

The world of higher education is becoming increasingly competitive. America's top universities and liberal arts colleges are continually intensifying their efforts to attract the very best students through special efforts to improve the quality of student life, the aggressive recruitment of illustrious faculty, substantial investment in technology, and the use of financial aid to attract students rather than meet true financial need. Large universities are trying to duplicate some of the conditions of small, residential liberal arts colleges. Simultaneously, the considerable interest in single-sex education for girls and women may be declining as its benefits become less well understood.

Financial constraints could limit Barnard's ability to strengthen the College in areas where it is not yet fully competitive with its peers, notably in the area of facilities that sustain a campus community, including the library and the residence halls. There is also a significant need to increase the number of tenure-track and tenured faculty members in order to ensure continued superiority in the teaching, advising, and mentoring of students.

Columbia's parallel ascent (for example, the University has invested \$1.5 billion in its facilities since 1993) underscores the need for Barnard to maintain strength within its own institutional sphere and to maintain its position as a center of excellence within the University.

At the same time, the substantial growth in the College's applicant pool, New York City's continuing centrality in national and international life, and a relationship of growing mutual respect with the University all provide the College with the opportunity to attract an increasing proportion of high-achieving students who

reflect the diversity of the nation and Barnard's developing international reach.

In the past two years, Barnard has reviewed its recent progress and future goals, through both a college-wide planning effort and a self-assessment and peer review completed as part of a 10-year reaccreditation by The Commission on Higher Education of the Middle States Association of Colleges and Schools. The College is now ready to set its sights even higher—ready to do even more to fulfill its promise to future generations of Barnard women.

Below: Shuchi Batra '01, a policy analyst in the Mayor's Office of Operations in New York City who plans to attend law school in 2003, got her job through an internship she undertook while at Barnard. With the help of the College's Office of Career Development, three out of four students now undertake an internship before they graduate.



*B*arnard will build on its distinctive assets, and will further elevate its standing as one of the leading institutions for the education of the brightest and most promising young women in the U.S. and beyond. The vision of Barnard's future, as articulated today by trustees, faculty, students, and staff, is bold and clear.

A LIBERAL ARTS COLLEGE

Barnard's continued excellence as a residential liberal arts college depends upon the strength of its faculty, the quality of its curriculum, and the vibrancy of its community life.

A first-rate liberal arts education depends above all upon the commitment of a faculty that balances scholarly achievement with a love of teaching. At Barnard, faculty members infuse their interactions with students inside and outside the classroom with the intellectual passion they hold for their disciplines, with their insistence on methodological rigor, and with their expectations of lifelong learning. Each class, from the introductory lecture to the senior seminar, reflects the centrality faculty members place on the research process as they guide students to discover the boundaries between what is known and what is unknown, and as they prepare students to ask their own questions and develop the means to answer them.

Often, discussions between students, and between students and faculty, continue after class as ideas are worked out over coffee or dinner. Lifelong friendships form under the umbrella of a strong community centered on learning and within physical spaces that foster this interaction. Both aspects vital to the intellectual growth of students—the faculty and community life—will be supported with strategic investments:

- Barnard will **devote additional resources to faculty development**. Specifically, the College will substantially increase the number of tenured

professors on its faculty by hiring additional senior and mid-career faculty members, adding new endowed faculty chairs, providing strong professional development programs for faculty members at all stages of their careers, and devoting additional resources to research support and faculty housing.

- Barnard will **transform its campus by constructing a new center for study and social life**. This center will reflect the directions in which libraries and campus centers have been evolving and converging and will significantly change the way people live and work at the College. It will include spaces for interactive group study as well as individual study; it will provide congenial venues for intellectual and social interaction among students and faculty. As a venue for public events, it will open the world of a liberal arts college to the wider New York City community.

- Barnard will **enhance the quality of life in residence halls** in order to provide students with a stronger sense of belonging to a campus community. Specifically, the College will invest in physical renovations that improve individual and community spaces. The College will also develop and fund additional innovative programs focused on bringing faculty and students together for dialogue outside the classroom.

The hallmarks of the Barnard curriculum are a focused first-year program, a comprehensive set of general education requirements, rigorous requirements for the major, and intensive



Left: Attentive advising is a hallmark of Barnard education; here Associate Dean Vivian Taylor shares a laugh with students. Center: A new café makes McIntosh Center an attractive destination in the evening. Right: Off-campus, students meet for coffee at the nearby Nussbaum & Wu bagel shop on Broadway.

research conducted under the supervision of a faculty adviser. In further fulfillment of the institutional motto, "Following the Way of Reason," the College will address societal changes and meet evolving student needs with the following academic initiatives:

- Barnard will continue to **develop First-Year Foundation** courses that ensure a successful transition for entering students and will deploy resources to assure the successful implementation of the new general education requirements.
- Barnard will **provide additional support for innovative interdisciplinary programs** and will pursue intellectually sophisticated approaches to the study of cultural diversity and globalization.
- Barnard will **review the requirements for the major**, as well as the **quality of the senior-year experience**, to ensure that—across the academic spectrum—seniors are graduating with equivalent intellectual depth and expertise in their chosen fields of study.

A COLLEGE FOR WOMEN

Building on its historic role as a center for the advancement of women, the College will develop programs that provide women with the knowledge and skills they need to assume positions of leadership in our society:

- Barnard will **develop co-curricular programs** that enable women to successfully navigate the financial, legal, health, and political systems; and other critical arenas of our society. These programs will prepare students to succeed and find satisfaction in their professional and personal lives.
- Barnard will **establish itself as a more widely recognized venue for discussion of the most important issues women face**, by organizing major forums that bring together prominent leaders, faculty, students, alumnae, and members of the general public.
- Barnard will **increase the funds available for financial aid**, to ensure that a Barnard education continues to be available to promising young women regardless of their financial circumstances. The College will raise funds specifically for scholarship aid to foreign students in order to promote international diversity and dialogue within the study body. Concurrently, Barnard will eliminate differential financial aid packaging for students from New York City, in order to provide all students with the benefits of a full residential liberal arts experience.
- Barnard will **promote the expansion of career opportunities for women** by increasing its support for fields of study in which women have traditionally been underrepresented, including the sciences and mathematics.

- Barnard will **further improve campus services** in such areas as academic advising, career development, health, and counseling, to better equip young women to understand and overcome the challenges they face.

BARNARD AND COLUMBIA

Through distinctive programs that vigorously address the needs of women and of undergraduates more generally, Barnard will continue to make a vital contribution to the academic and cultural life of the University. The College will continue to determine where it will seek integration with the University, where it will provide complementary offerings, and where it will

remain autonomous. As Barnard and Columbia build on the substantial progress made in stabilizing and strengthening their relations, both institutions will reap further benefits from this singular partnership:

- Barnard will **reinforce its presence as a center of excellence within the University** as it continually strengthens the academic programs it provides for all University undergraduates, including architecture, dance, education, theater, and urban studies.

- Barnard will **recruit more student-athletes and increase its visibility within the Columbia-Barnard Athletic Consortium**, a unique presence in Division I athletics.

Below: Barnard students enjoy the benefits of a large research university while attending a liberal arts college dedicated to the advancement of women.





Above: With hundreds of cultural offerings only minutes from the College gates, New York City itself is an indelible part of the Barnard experience.

- Barnard will work with Columbia to **improve the mechanisms for consultation, coordination, resource-sharing, and reciprocity** between the two institutions.

- Barnard will carry out communications initiatives that **increase public awareness of the nature of the institutions' unique educational partnership**. A particular goal will be to create a deeper and more widespread understanding of the benefits of the Barnard-Columbia relationship among both Barnard and Columbia undergraduates.

BARNARD AND NEW YORK CITY

As New York recovers from the terrorist attacks of September 11, 2001, the city continues to play a key role in the life of the nation. As a center for global commerce, and as the adopted home of millions of people from all parts of the globe and every region of the country, New York remains the nexus connecting the United States to the rest of the world.

The young women who choose to attend a liberal arts college in New York City are seeking an educational experience that extends beyond the campus gates. They are eager to participate fully in urban life—to partake of the city's cultural riches, begin exploring career opportunities, and play an active role in addressing urban social issues. In focusing more on student life beyond the campus, and creating greater opportunities for students to draw from and contribute

to the nation's premier city, Barnard will build the cohesiveness and shared sense of purpose of the on-campus community:

- Barnard will **devote additional resources to academic programs that relate directly to city life**, including Migration and Diaspora Studies and Urban Studies.

- Barnard will **fully fund its internship program** to ensure that every student undertakes at least one internship designed to inform her career choice, augment her classroom experience, or simply fulfill a dream.

- Barnard will **provide additional opportunities for students by expanding the College's off-campus reach** and establishing a broader spectrum of productive partnerships with the city's leading and emerging non-profit organizations, businesses, and academic institutions. Barnard will bring more city leaders to campus, with the goal of enriching the educational experience of students both inside and outside the classroom.

- Barnard will **strengthen and expand campus programs that serve the wider urban community**, including the Toddler Center, the Science and Technology Entry Program, the Liberty Partnerships Program (which provides academic support for at-risk students in grades 6 to 12), and the Intercollegiate Partnership with LaGuardia Community College (which encourages minority students to seek careers in the sciences).

Barnard is at a turning point in its distinguished history. Having proven that it can not only survive but flourish alongside a major coeducational university, Barnard is poised to take its place at the very forefront of higher education for women. The College can capture this lead position by virtue of the exceptional opportunities it can offer students, by its distinctive educational culture, and by the record compiled by its distinguished graduates.

Barnard must seize this moment to make a quantum leap forward. In fact, the institution has to move ahead if it is not to fall behind in the increasingly competitive world of higher education. The goal is not simply to prevail in a challenging environment, but to sustain an institution that has had uniquely transformative effects on young women and prepared them to make extraordinary contributions to society as a whole.

To fulfill this plan, Barnard must move from its current level of improved financial stability to a position of much greater fiscal strength. The College needs a larger endowment to support the teaching and research needs of faculty and students, and to provide the scholarship aid necessary to sustain a diverse student body. New capital investment, much greater than anything undertaken in the past, will be required to build facilities that foster a stronger sense of community, and to meet other strategic goals.

Following the largest facilities renovation in Barnard's history, the College's four-acre campus—recognized as an oasis on the Upper West Side—is an oasis still in need of substantial improvement. Altschul Hall and the Millicent C. McIntosh Center, Barnard's most recently constructed non-residential buildings, were completed in 1969, and early estimates now suggest that the College will need 70,000 net

square feet of additional space. The challenge will be to maintain the campus as a beautiful retreat from the urban environment while providing the additional room needed to carry out the College's educational mission. To this end, Barnard is creating an architectural master plan that will furnish a vision of a campus that is imaginatively integrated, architecturally distinguished, and physically attractive.

Barnard will also strengthen its technological and administrative infrastructure by continuing to invest in the technologies that most effectively enable it to achieve its educational goals. Concurrently, the College will help the entire faculty acquire the skills needed to make optimal pedagogical use of the Web, and will help students reach a superior level of computer expertise. The Web will increasingly become the site of an on-line campus community, where faculty, students, and staff can gain access to a wealth of information, and data can be tailored to meet individual needs. The College will also review its administrative staffing levels and training, to ensure that they conform to strategic priorities.

Barnard will continue to promote wider public knowledge of the institution's special character and the transformative effects of a Barnard education. At the same time, students, faculty, administrators, trustees, and alumnae—members of the Barnard community who have

all played a vital role in the institution's achievements—will be kept well informed about the College's programs, accomplishments, and strategic direction. The College will also use new facilities and programs to strengthen the connections between students and alumnae; as a result, alumnae will more profoundly understand the importance of a lifelong commitment to the College, and more students will be informed and inspired by those who have gone before them.

Barnard women—strong, independent, and articulate individuals who never lose their intellectual edge—have gone on to become leaders in education, business, law, medicine, government, and non-profit institutions. They have become journalists, scientists, novelists, and teachers. They have raised families, and have been active and effective participants in their communities, whether in this nation or abroad. Future generations must have the opportunity to follow in their footsteps, and to meet the personal and professional challenges that tomorrow will bring.

Attaining the level of institutional excellence to which Barnard aspires is a very ambitious goal, but one that the College is prepared to embrace, given all it has achieved in the past. Indeed, Barnard is stronger and readier than ever. The exceptional forward momentum in all areas—from admissions to faculty hiring to facilities improvement to increasing financial stability—has imbued the entire Barnard community with a spirit of optimism and confidence.

The coming years will be especially exhilarating and rewarding ones. With this plan as a blueprint, Barnard will honor its proud history by educating new generations of young women—women who will bring to their workplaces, communities, and homes a spirit of intellectual independence, the ability to see things in their cultural and historical context, and the drive to change the world for the better. In the words of the College's mission statement, these Barnard women of the future will be "agile, resilient, responsible, and creative, prepared to lead and serve their society."



Left: The College's beautiful campus, considered an oasis on the Upper West Side, will require additional capital investment in coming years. Right: A shared sense of ambition and purpose unites Barnard students, who come from all over the United States and more than 30 countries.



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*Deceased March 2002

